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ABSTRACT

A model program was developed for helping parents, students, teachers, and businesspersons deal effectively with the interrelatedness of work and family responsibilities. Various research procedures, including focus group discussions and mail and telephone surveys administered to adolescent students' parents, and businesspersons in the Lubbock and Dallas/Fort Worth areas of Texas, were used to identify the barriers deterring effective management of the multiple roles of family and work. The research findings were used to develop appropriate strategies for dealing effectively with the interrelatedness of family and work responsibilities. These strategies were then incorporated into a model program for parents, students, teachers, and businesspersons. The program begins by identifying multiple roles played by individuals and explaining basic management concepts. Participants are then given training in time management, asked to complete daily time schedules, and participate in small-group case study assignments. The model program proved highly successfully in field tests conducted at a middle school, high school, center for new directions, and two workplaces. (Appended are miscellaneous project-related correspondence and publicity materials, focus group questions and survey instruments used with the student and adult populations, telephone questionnaires and interview schedules, and field test evaluation instruments. Fifteen references are included.) (MN)

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Effective Management of Multiple Roles: Family and Work

Final Report

Anna Sue Couch, Project Co-Director
Ginny Felstehausen, Project Co-Director
Marilyn Wragg, Project Co-Director

Home Economics Education and
Home Economics Curriculum Center
Texas Tech University
in cooperation with
Texas Education Agency

June 1992

Project No. 22420023

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Model on Managing Family/Work Responsibilities Using Necessary Life Skills

FINAL REPORT

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Home Economics Education and
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FINAL REPORT

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MODEL ON MANAGING FAMILY/WORK RESPONSIBILITIES USING NECESSARY LIFE SKILLS

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The project reported herein was performed through a contract with the Texas Education Agency under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act (Public Law 101-392). Contractees undertaking such projects are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Texas Education Agency position or policy.

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(3) nondiscrimination in extracurricular activities and the use of school facilities;

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TABLE OF CONTENTS

Acknowledgements iii

Staff. iv

Compliance Statement vi

CHAPTER I: INTRODUCTION. 1
- Rationale and Background. 3
- Definition of Terms. 4
- Basic Assumptions. 5
- Scope and Limitations. 6

CHAPTER II: RESEARCH METHODS AND PROCEDURES. 8
- Focus Groups 9
- Telephone Interviews 15

CHAPTER III: ANALYSIS AND INTERPRETATION OF RESEARCH RESULTS 17
- Results of Focus Group Interviews 17
- Results of Telephone Interviews 35
- Interpretation of Findings 37

CHAPTER IV: CURRICULUM COMPONENT: PROCEDURES AND PRODUCT . . . 41
- Curriculum Material Development. 41
- Formative Evaluation Procedures 42
- Description of *Effective Management of Multiple Roles: Family and Work* Curriculum 42
- Brochure Development 44

CHAPTER V: FIELD TESTING AND EVALUATION. 45
- Site Identification 45
- Field Tests 45
- Evaluation Instruments and Procedures 47
- Evaluation of Model Program 50
- Implications 52

REFERENCES 55

APPENDICES 57
A. Advisory Committe Agenda and Correspondence 58
B. Focus Group Questions 62
C. Group Demographic Sheets 66
D. Focus Group Correspondence 68
E. Multiple Roles Warm-up Exercise 70
F. Telephone Questionnaire 72
G. Telephone Interviews 79
H. Brochure 81
I. Field Test Correspondence 83
J. Field Test Publicity 87
K. Evaluation Instruments for Field Tests 91

CHAPTER I

INTRODUCTION

Effective Management of Multiple Roles: Family and Work is a research-based model program developed by faculty and staff in Home Economics Education and the Home Economics Curriculum Center at Texas Tech University. The program, designed to teach strategies needed for effectively managing the multiple responsibilities of family and work, is adaptable for a variety of audiences. The project was initiated by the Home Economics Unit of the Vocational and Applied Technology Division of the Texas Education Agency in response to the changing needs of families and the workplace.

Today, dual income families and working single parents are the norm. Less than 10% of American families are traditional families, those with the father in the work place and the mother in the home. In 1970, 41.6% of women over age 16 participated in the labor force. By 1990, this rate increased to 57.5% (U.S. Dept. of Labor, May 1992). Helping individuals develop skills for living and skills for balancing work and family issues has become a major concern for society as a whole. This interface between work on the one hand, and personal and family life on the other, is a unique focus of home economics education.

The purpose of the project was to develop a model program for use with parents, students, teachers, and business persons, relating to the strategies needed for effective management of the multiple responsibilities of family and work. The specific objectives of the project were to:

(1) Examine the barriers which deter effective management of the multiple roles of family and work.

(2) Develop appropriate strategies for parents, students, teachers, and business persons for dealing effectively with the

management of the interrelatedness of work and family responsibilities.

(3) Develop and initiate a model program for parents, students, teachers, and business persons relating to effective management of the interrelatedness of work and family responsibilities.

The project was conducted in the time period from July 1, 1991, through June 30, 1992. The project staff members consisted of faculty and staff of the Home Economics Education program and the Home Economics Curriculum Center at Texas Tech University who worked under the direction of the Home Economics Unit staff of the Vocational and Applied Technology Division of the Texas Education Agency. Project staff members are listed in the acknowledgements on page iv.

An advisory committee for the project was established to provide input regarding specific procedures to be followed; direct the planning, development and implementation of the research and model program components; and assist in ongoing evaluation of the project. Advisory committee members, listed on page iii, included parents, teachers, administrators, and persons from business and industry.

An advisory committee meeting was held September 24, 1991; agendas and correspondence related to this meeting are presented in Appendices A-1 through A-3. Direction for both the research and curriculum components was obtained from the advisory committee at this meeting and through correspondence. The committee assisted in designing the research phase of the project including size, structure and geographic distribution of the sample; instrument development and focus group questions; and data collection. Advisory committee input was provided for developing the model program, reviewing instructional materials to be used with the model program, and selecting potential sites for initiating the model in traditional and nontraditional field test sites. The advisory committee played a vital role in periodic and final evaluation of products and procedures.

Rationale and Background

Family systems and work are the foundation of our society. The nature of both and the ways in which they harmonize and conflict have changed dramatically in the last three decades (Felstehausen & Schultz, 1991). There is a growing recognition of the interdependence between families and work. Much has been written about the demands of balancing one's personal life and a job or career. The shortage of time, the need for improved coping strategies, and the attempt to reduce role conflict are but a few of the issues receiving attention.

Most family and work researchers today consider the relationship between the family and work to be reciprocal. It is not just that families and work are changing, but rather the fact that the relationship between the two systems is creating even more change. Questions of utmost importance to vocational home economics educators are: How are American workers and their families coping with this change? How are schools preparing young people to manage this change especially related to managing multiple family and work roles? How can schools better prepare young people to deal with the constant intensity of change?

Most individuals who are working in the labor force also perform the roles of spouse, child and/or parent at the same time. Each of these roles demands time, energy, and commitment to perform the role adequately. Conflict generally occurs when the demands of one sphere (e.g., work) make it difficult to comply with the demands of the other (e.g., family). Role conflict has been defined by Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) as the "simultaneous occurrence of two (or more) sets of pressure such that compliance with one would make more difficult compliance with the other" (p.19).

When an individual is both an employed worker and an active family member, dual role expectations can lead to an increase in overall workload and to a feeling of overload. Role overload, usually measured by time constraints or time demands, has been

found to be one of the common sources of work and family conflict (Chung, 1991). Kelly and Voydanoff (1985) identified time shortages from role overload as an important type of family and work role strain among working parents. Role incompatibility manifested when role pressures from the work and family domains are incompatible also has been found to be related to family and work conflict (Greenhaus and Beutell, 1985).

Friedman and Galinsky (1991) noted there is much to be learned about the impact of the changing labor force on work performance and family life. At the same time the authors, Co-Presidents of Families and Work Institute, New York, asserted that companies also need to learn more about strategies that can minimize the negative effects of inevitable problems or prevent unnecessary ones in the management of multiple roles.

Couch (1991) identified a number of incentives/benefits companies can provide employees to make the management of multiple roles easier. She noted, however, that the United States lags behind the Western world in providing family friendly benefits to its labor force. Employer sponsored support identified by Couch include child and dependent care assistance programs, parental and family leave, flexible work schedules, flexible benefits, relocation assistance, and education and counseling programs.

Definition of Terms

For the purpose of the project, the following operational definitions were used:

Adolescents - young people in grades 7 - 12.

Field Test - teaching of the *Effective Management of Multiple Roles: Family and Work* curriculum for the purpose of obtaining an initial qualitative evaluation of the new educational product.

Focus Group - "carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment" (Krueger, 1988).

Interview - an oral, telephone administration of a questionnaire to professionals in the work setting to obtain information about family and work issues impacting their employees.

Model Program - the preliminary form of the *Effective Management of Multiple Roles: Family and Work* Curriculum including a facilitator manual as well as packets for secondary students and adult learners.

Non-traditional Setting - site for field testing model program outside the secondary classroom.

Traditional Setting - secondary school classroom used for field testing the model program.

Young Adults - men and women in their 20's, preferably working in their first full-time job.

Basic Assumptions

For the purpose of this project, the following assumptions were made:

1) Qualitative research is an appropriate method for studying the management of multiple roles because it provides in-depth insight into a social phenomenon and uncovers why people think and feel the way they do.

2) Focus group interviews allow for group interaction and provide better insight into why certain opinions are held.

3) Focus groups permit flexibility by allowing the moderator to probe for examples and further information.

4) Focus groups comprised of 7 to 10 individuals enable the researcher to increase the sample size of a qualitative study.

5) Gender specific focus groups permit a more open exchange of ideas and attitudes about the research topic. As Krueger (1988) noted, "men may have a tendency to speak more frequently and with more authority when in groups with women" (p.93).

6) Students and young adults are willing to share their feelings about how people manage multiple roles and what strategies would help with the management process in the future.

7) Business people are easier to reach by telephone than by personal visits.

8) Telephone interviews permit the selection of subjects from a much broader population than face-to-face interviews.

9) Men and women in business are willing to share their views regarding the problems their employees face in managing multiple roles. They would provide suggestions about how business and industry could help employees overcome the barriers they face.

Scope and Limitations of the Project

The following limitations of the study were recognized:

1) Although every attempt possible was made to have a representative random sample in the focus groups, it was difficult to locate willing participants from the target populations. In selecting the sample, efforts were made to include students and adults with varied demographics related to ethnic, social economic status, and academic characteristics. Special efforts were made to include at-risk, handicapped, and limited English proficient students. However, it is recognized that the results of the study are generalizable only to the extent that other students and adults are like those in the study.

2) Focus groups were difficult to assemble. Because focus groups required people to take time to come to a designated place at a prescribed time to share their perceptions with others, over inviting was done. However, inclement weather and other unpredictable circumstances lowered the participation rate.

3) It was assumed that students and adults would respond honestly to the questions, although it was recognized that perceived social desirability would affect responses.

4) The researcher had less control in the group interview than in an individual interview. The focus group format permitted the participants to influence and interact with each other. This added to the richness of the data; however, it also

may have impacted the openness of some respondents, especially teens.

3) The focus group technique required carefully trained moderators. The open-ended questioning, the use of probes and the maintenance of a natural flow of conversation depended upon the skill of the moderator. Maintaining consistency across groups was difficult, especially when some participants seemingly were unaware of the issues.

4) The resultant data were more difficult to analyze than numbers generated in quantitative data collection. Care was taken so as not to take quotations out of context.

CHAPTER II

RESEARCH METHODS AND PROCEDURES

The management of multiple roles was examined through the use of qualitative research methodology. The curriculum materials and model program described in Chapter IV are based on the findings and interpretation of the data obtained in the research phase of the project.

The study examined the cultural, economic and gender-related barriers which may deter effective management of the multiple roles of family and work and identified the necessary life skills and appropriate strategies which can help individuals cope with these barriers. The research procedures described in this chapter involved students, parents, teachers and business persons.

The research phenomenon was explored through a multi-phase process. First, a review of literature related to barriers which deter the successful management of work and family roles and strategies which help individuals cope with these barriers provided a basis for the research design and instrument development.

Focus groups were identified as the primary research method for collecting data from teens and young adults. Telephone interviews were conducted with men and women in management and personnel in a variety of work settings regarding strategies responsibilities of family and work.

Finally, data from focus groups and interviews were analyzed using qualitative analysis procedures to identify common themes and patterns related to managing work and family roles, life skills for coping with barriers which deter effective management, and strategies for dealing with the interrelatedness of work and family responsibilities. Interpretation of the research findings provided a basis for the development of the model program.

Advisory Committee members and Texas Education Agency staff provided guidance throughout all phases of the project.

Focus Groups

Using Focus Groups As A Method of Data Collection

Literature from previous studies, theoretical statements and instruments using a qualitative research framework were reviewed to determine appropriate methods of data collection. Numerous resources were used to justify and support the use of focus groups in this study. It was determined that focus groups would provide a good way to examine human tendencies and would permit a more in-depth study than quantitative approaches such as surveys. Krueger's book, Focus Groups: A Practical Guide for Applied Research (1988) provided an excellent foundation for planning and setting up the focus groups.

In September, the Texas Tech University project staff participated in a one day workshop on focus group research conducted by Joyce Pollard, Ed.D., Southwest Educational Development Lab, Austin, Texas. Dr. Pollard provided valuable insight into setting up and conducting focus groups. At the conclusion of the session, the research team determined that:

* Focus groups would provide appropriate information in a qualitative framework from a pre-determined number of people.

* Focus groups would enable the researchers to tap into participants' perceptions, feelings, attitudes, and manner of thinking regarding family and work roles.

* Focus groups would build earlier quantitative studies that had examined the life skills needed for balancing work and family, and provide insights into the meaning and interpretation of quantitative results.

Moderators

After carefully considering the recommendations of the focus group literature and consultant Joyce Pollard, the moderators were selected. Two Ph.D. candidates in the Marriage and Family Therapy program at Texas Tech University were identified for the moderator's positions. Each individual possessed experience in

group dynamics and an ability to conduct successful group sessions. The assistant moderators were two graduate students in the College of Home Economics; one was also a member of the project staff.

Several resources were used to prepare materials for the moderators (e.g., Debus 1990). In addition to the resources, the moderators and assistant moderators met with project staff to discuss the overall project and to identify their primary responsibilities. The moderators and assistant moderators were asked to participate in a "mock" focus group prior to the pilot test. The "mock" focus group gave the moderators an opportunity to familiarize themselves with the research questions.

Questions for Focus Groups

Findings from earlier studies conducted at Texas Tech University as well as information gleaned in the review of literature were used as a basis for instrument development. Suggestions of the Advisory Committee also were taken into consideration. After carefully considering the research objectives and the relevant literature, staff members developed numerous questions for possible use. After compiling the lists, the questions were narrowed down to six. Upon approval from the Texas Education Agency staff, the questions were finalized and ready for pilot testing. The questions are included in Appendix B.

Participants in Focus Groups

Krueger (1988) noted that one important characteristic of focus groups was homogeneity. For the project, age (11th and 12th grade students) and stage in family life cycle (young adults) provided the "criteria" needed for the target population. Although having homogenous groups was important, there needed to be sufficient variation among participants to allow for contrasting opinions. Although random samples of students and young adults would have been the most representative sample, it was not possible to draw a random sample from the targeted population. Instead, the sample was comprised of "volunteers"

who were willing to participate in the age and gender specific focus groups.

Adolescents. The following guidelines were established for setting up the student focus groups:

* Adolescent students enrolled in 11th and 12th grades;
* Students enrolled in 3A or 4A schools;
* Students representing vocational student organizations, national honor society, alternative degree programs, fine arts programs (band, orchestra, etc.), athletics, single parent programs, and migrant students.

The student sample was drawn from three school districts each in the Lubbock and Harlingen communities. The principal and one counselor from each school were identified as contact persons. The principals were asked to identify 11th and 12th grade students from specific classifications to represent a variety of interests and ability levels. The sample was drawn from the lists of students provided by the schools. Special efforts were made to include students who are at risk of dropping out of school, parents and students from low-income and other "at-risk" families, school-aged parents, and handicapped, disadvantaged, and limited English proficient students.

Twenty-nine female adolescents participated in the focus group interviews. Their ages ranged from 16 to 19 with a mean age of 17. Fourteen of the participants were Hispanic and 15 white. Forty-one percent were currently employed.

Nineteen male adolescents participated in the focus group of 17. Nine of the participants were Hispanic and 10 white. Thirty-one percent were currently employed. See Appendix C-1 for a copy of the demographic form completed by the students in the focus groups.

The student participants were contacted three times prior to the focus group. The first contact, by telephone, invited them to participate. The second contact was a letter, confirming the telephone conversation. The letter can be found in Appendix D-1.

The final contact, by telephone, was to confirm that the individual was planning to participate in the focus group.

Adults. In Lubbock, telephone calls to potential adult focus group members were made by project staff. In Harlingen, a volunteer for the Texas Agricultural Extension Service assisted with the initial contacts. The final contact was a letter confirming the individuals' plans to participate in the focus groups and the schedule (Appendix D-2). Potential participants were offered special gifts that were helpful incentives. However, some difficulty was encountered when the number of "no shows" was larger than anticipated.

Twenty-seven women participated in the focus group interviews. Their ages ranged from 19 to 58 years with a mean age of 31 years. Seventy-eight percent were between the ages of 20 and 40 years. One participant was Asian, nine Hispanic, and 17 white. Seventy percent (19) were married; 19 women had children. Five of the women were divorced, and one of the participants had never been married. Thirteen of the women worked full-time, 4 part-time, and 4 were not employed. Six did not report their employment status. Sixteen reported that their husbands worked full-time.

There were 16 adult males who participated in the Lubbock and Harlingen focus group interviews. Their ages ranged from 23 to 49 years with an average age of 31 years. Six were Hispanic and ten were white. Two of the men had completed high school only, while five had gone on to some form of post-secondary training. Three had completed a bachelor's degree, and six had some graduate education. Only one Lubbock male participant had children, while five of the participants from Harlingen had children. Over half of the men (9) were married while two were divorced. Four male participants had never married; one checked "other," but did not specify his situation. Of the participants, 14 were employed full-time, and two were employed only part-time. Of those who were married, six had wives who were employed full-time; two wives were employed part-time; two

wives were not employed. A copy of the demographic information sheet can be found in Appendix C-2.

Conducting Focus Groups

Four pilot tests were conducted in Lubbock. The participants included adolescent males and females and adult males and females. A total of 16 focus groups including the four pilots were conducted from October 23 to December 8, 1991. Two focus groups in the Lubbock area were rescheduled due to bad weather, and one was rescheduled because of a low number of participants. The focus groups varied in length from 1 hour to 2 1/2 hours. All groups were segregated by gender.

Sites. The communities of Lubbock and Harlingen were selected by the project staff and approved by the Texas Education Agency as sites for the focus groups. These communities represented diverse geographic areas and had been shown to be significantly different in earlier life skill studies.

Facilities. The focus groups in Lubbock were held on the Texas Tech University campus in the College of Home Economics and on the Texas State Technical College campus in the Short Course Center in Harlingen. Both facilities provided a comfortable environment for the participants and easy access for pre-preparation.

Beginning the Focus Group Discussion. An activity was developed to serve as a "warm-up" exercise for the focus group participants. This activity enabled participants to start thinking about their multiple roles/responsibilities. The activity can be found in Appendix E.

Recording the Group Discussion. Initially, videotaping the focus group discussions was done to assess how well the focus group data collection process was working. Upon experimenting with this method of recording in the pilot, there was concern that the participants were distracted by the camera and self conscious about contributing information. In addition, the logistics of setting up the camera was time consuming and transporting the equipment problematic. Therefore, audiotaping

was identified as the most effective method of obtaining focus group data.

The accuracy of the tapes provided the researchers with optimum documentation of the participants opinions and views. Written notes also were taken by the assistant moderators. Every effort possible was made to keep the interference of the note taking to a minimum so as not to impede the spontaneous nature of the group interview. The notes provided a backup when the tape recorder stopped working or the tape was not turned over.

Transcription of data. Focus group interviews were transcribed from video and audio tapes using a word processing system. The audiotapes from all the focus groups were transcribed over a nine week period. The deadlines were met in a timely manner, although the process and challenge of transcribing audiotapes was more time consuming than originally allocated on the project time line. An additional staff person was added for a four week period to assist with this job responsibility.

Analysis of Focus Group Data

Focus group transcript files were entered into the QUALPRO text database system which enables the researcher to attach codes (key words) to sections of the qualitative data that are applicable to the research questions. The files were changed into an ASCII text file so that the file could be transferred into the QUALPRO system. The QUALPRO system allows the researcher to manage qualitative data by permitting re-examination, exploration, and interpretation of the material.

A file was created within the QUALPRO system to hold the data being transferred into the system. The common themes and patterns relating to managing work and family roles, life skills for coping with barriers which deter effective management, and strategies for dealing with the interrelatedness of work and family responsibilities were identified and coded. These words and phrases were marked within the text by line numbers. An example of the QUALPRO text is as follows:

plan

priorities

I'd agree that communication is the key and I think that planning makes the transitions a lot smoother and being flexible. Not getting bogged down in your routines or whatever. Sometimes you're going to have to give and take a little bit. And I also think that one thing that really is important in your family life is never lose sight of your priorities. Whatever your priorities you have set for yourself, you need to always keep that in your mind and let some things go if it's not that important to you.

These data by focus group file were entered into the system. Multiple occurrences were reported through the use of the QUALPRO database. A list of code frequencies (the number of times a key word or phrase occurs within the text) and co-occurring codes (words that appear in more than one...) were printed out for each transcript to aid the researchers in analyzing the data. Findings from the focus group data were utilized in the development of the research-based model program.

Telephone Interviews

A second research technique utilized in the project was a telephone survey of business people in Lubbock and the Dallas/Fort Worth area. A total of 35 telephone interviews were conducted. Participants included professionals working in a variety of positions in health care, real estate, grocery, construction, retail sales, insurance, banking, investments, wholesale distributing, law, non-profit organizations, communications, hospitality, government, education, food service, transportation, utilities, veterinary medicine, and electronics.

Development of the Telephone Questionnaire

The questionnaire was developed to measure perceptions of (a) major problems or barriers employees have related to work and family issues, (b) how family responsibilities affect employees ability to be productive at work, (c) how the demands of work affect the quality of family life, (d) ways companies make it easier to combine work and family issues, (e) employee benefits and importance of each, and finally (f) what educators should be

teaching young people about managing work and family roles. The instrument is included in Appendix F.

Telephone Interview Sample

The sample was 54% male and 46% female. Sixty percent of the respondents worked for large companies, 34% worked for or owned small companies and two of the participants worked for school districts, a large 5A school and a small 3A school.

Employees in a variety of occupations were chosen to represent the different types of companies and to reveal any differences in responses according to company size. The sample was well educated: 37% were in professional positions, 60% were in management positions or owned their business, and 3% were clerical or skilled manual employees. All of the respondents were employed full-time.

Data Collection

The Lubbock interviews were completed in February 1992. The Dallas/Fort Worth metroplex interviews were conducted in March, April, and May 1992. The researchers developed a list of types of companies to target for the interviews. A contact person was requested for each company. Appointments were set up by the interviewer and often resulted in additional recommendations for interviewees. Once contact was made, the person was asked to participate and confidentiality was assured. Two respondents asked to review a copy of the instrument before they participated. The list of telephone interviewees is included in Appendix G.

Qualitative procedures were used to analyze the telephone questionnaire data. Responses were examined to identify themes and patterns related to business persons' perceptions of work and family issues.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESEARCH RESULTS

This chapter reports the results of the study. Specifically reported are data collected in the focus groups and in the telephone interviews.

Results of Focus Group Interviews

Teen Females

In discussing the **roles** each of the young women played, the respondents identified 23 different roles. All were students (N = 29) although only 22 actually identified this particular role. Other frequently mentioned roles were daughter (20), sister (20), club/organization member (19), musical organization member (14), and granddaughter (14). Other roles included employee, aunt, parent, friend, girl friend, cousin, volunteer, and baby-sitter.

When asked about their **future families**, nearly all of the teen girls indicated they planned to marry and wanted to have children. Two of the girls planned to delay marriage, stating that although they planned to marry, it would be "not anytime soon." One girl said, "I want to wait a long time. I don't know what I'm gonna do, but I want to travel." Likewise, a small number indicated they wanted to delay parenting as demonstrated by one teen who said, "...I will eventually, but there's a lot of things I want to do before I have a family."

The teens identified a variety of **future work** related goals. Most indicated a desire to have a career. Many fields were identified including teacher, pediatrician, nurse practitioner, occupational or physical therapist, attorney, child psychologist and artist and musician. One young woman was interested in being a health care professional, although for now her goal was "to play college volleyball."

When asked to think about **combining their future work and family roles**, the respondents identified a number of potential

problems. Many felt that having enough time for everything would be a problem. Typical comments from the teenage girls included:

> It seems to me there's not enough hours in the day [for] what I need accomplished and still get the proper amount of sleep and proper amount of food because for me the first thing to go is food. I just stop eating.
>
> No time for family life...guess I'll have to cut some of my personal time and give it to the family.
>
> I think that the thing I'm gonna need to work on is to spend time with my family, and you know, be able to balance everything out.
>
> Like Patricia said, um, time. It's mainly time, I guess.
>
> Making time for myself...I feel that's real important.
>
> Not being able to be home enough.
>
> I think a lot of the problems will come with being tired.

Other problems in balancing multiple roles identified by the girls included taking their work home ("can't just leave it at the office"), gender and racism discrimination in the workplace that would pull them back or keep them from going ahead ("competition is very tough"), and money. One young girl acknowledged that money was needed for transportation, housing, clothing, food and medical bills, and that money could help "stop maybe a lot of fighting or arguments between you and your husband because of bills and stuff that need to be paid, and you don't have the money for it."

In exploring the issue of **child care**, a number of the girls anticipated problems in finding reliable, quality child care for their children. Others expressed jealousy over somebody else taking care of "my" child. One indicated that she didn't think "it's so much finding a place...as it is money." Two preferred to have a baby sitter come to the home or have a live-in nurse/nanny. Only one didn't see it [child care] as a problem, "I think you can find somebody who keeps kids in their house. Just find someone who will love them for a while and then you

take them back at night." A number of the teenage girls said, "I'd like to stay home with them, but if I can't I don't know what I'd do."

There were a number of differing viewpoints expressed regarding the **division of household task responsibilities** in the home. Currently the girls are living in situations representing a variety of ways of handling household tasks. On one hand is the girl who said, "all my life my mother has been there for us...she's like our slave" and the one whose grandparents clean and cook. In other cases, "Mom and I trade off cleaning and sometimes I cook...my Dad even helps (living room cleaning and kitchen clean-up)," and "Mom assigns it to all of us kids." In their future lives, shared responsibility was desired by many, "everything should be fair [divided among everyone], especially if the Mom and Dad are both working." One young girl, accustomed to a lifestyle that including employment of a maid once a week, hopes to expand upon this option, "I plan on having a full-time maid that does my ironing too."

Money would not be the answer to solving problems according to the responses of a number of the girls. "Money isn't a problem solver" although she did acknowledge that she wanted to be comfortable in the future. Only one believed that "it would help me solve a lot of problems." Other comments included:

"I don't think money matters that much."

"I'd much rather be happy."

"Money creates more problems than it solves."

Teaching their future children the value of money was a goal that three of the teens expressed. One other girl stated, "I don't want to give them [children] everything, but want to be able to give it to them if it comes up."

When asked, "How do you think your family responsibilities might affect your ability to achieve your career goals?" five girls indicated that they would have to take time [1 to 3 years] off from work to have a baby. A number acknowledged that "it's going to be a problem." Concerns were related to issues such as:

I might fall behind in what I'm doing since I probably would take time off after I've had my first child.

Kids would come before work and would kind-of hamper it a little bit.

You're always, if you're at home, you're thinking of work, and if you're at work, you're thinking of home. So it interferes a lot if you have a career and a family.

Eight of the teens either didn't know how their family responsibilities might affect their ability to achieve their career goals or felt "this wouldn't be a problem." Three indicated that family will take precedence over a career, and two thought that with a family they would be happier with a job. As one of them said, "I think, I'm hoping, that having a family will help my career."

The girls saw potential problems looming in their future when asked to think about how their **job might affect the quality of their future family life.** Being stressed out, not having enough time to spend with family, and being tired were mentioned by eight teen girls. "Trying to be a full-time mother after 5:00 p.m. especially if you're still worried about work" would be difficult according to one girl. Another realistically pointed out, "If you're working and not there with your family, ya'll can't do family things." One teen indicated that she would "sacrifice my career for my family. Just because I don't think I would be happy just working." Only one girl who earlier had indicated that she wanted to be a teacher said, "[I] don't think it will affect my family at all."

When asked what knowledge and skills had been gained that would help **manage work and family roles**, the girls identified 27 different things. Being able to communicate with others was mentioned by four. Working hard, working with others (being part of a team), assuming responsibility, and meeting deadlines each was mentioned by three girls. Other skills deemed valuable by the teens included not giving up, money and time management, being competitive, leadership, pushing hard and striving for the

best. Parental role modeling was important to a number of the girls, for example, "I'll say that watching my Mom balance her career which is something she really loves and something she's always wanted to do, and her family, I mean, that's helped because I can see that it can be done." Another young girl said that her mother had "taught me you can start from the bottom cause when my father divorced her he took everything. And now we've got a house and we've got I can say more than we had when my father was with us, cause my Mom worked hard at it, and so she's taught me that hard work pays off."

Getting priorities straightened out, decision making, coping with stress, and developing patience were skills the girls felt they still needed to learn. Other skills the girls felt they still need to work on included managing a job ("I've never had one before."), learning about a relationship and marriage, learning to be more independent and thinking on their own.

Home economics courses were identified by six girls as having been particularly helpful in developing the skills necessary for balancing work and family roles. One indicated, "a home economics teacher taught me a lot, and it's nothing you can learn in a textbook; she taught me to take time out for myself." A variety of other courses including English, math, art and computers as well as extra-curricular activities also were identified as helpful.

Teen Males

When asked to tell more about the roles each played at school/work and in their family and personal life, the teenage boys identified 15 different roles. All were students (N = 19), ten belonged to clubs and/or organizations, eight were involved with athletics, and five were members of musical organizations. Other roles included employee, grandson, brother, caregiver, friend, volunteer, and army reserve member.

When asked about their future family roles, many (11) indicated that they wanted to be married by the time they were 25 to 28 years of age. Three indicated that although they would be

married, they would not yet have children. One teen thought he would still be single when he was in his late twenties, and another responded to the question by saying, "I don't know. I couldn't actually tell or like even think that much ahead. I wouldn't know."

When asked what kind of work they wanted to do in the future, many boys responded by identifying specific careers in law, education, medicine, engineering, agriculture, transportation, computers, and law enforcement. However, many others indicated they were less sure of the future and really didn't have specific plans, as evidenced in these comments:

> I'm not sure yet about a job.
>
> It'll probably be something like engineering or a lawyer. 'Cause I have to narrow it down sometime, don't I?
>
> Maybe something in the agricultural area, just off hand.
>
> Maybe I'll know after a couple years in college.
>
> I still have not decided...
>
> I'm a little interested in...
>
> I'm leaning toward the medical field but I'm not real sure right now.

The boys anticipated a number of problems in getting their future work/family/personal life balanced the way they wanted it to be. "Time" was mentioned 15 times as being problematic. Comments related to "time" included:

> Not having enough time for a family.
>
> You'll just have to make time.
>
> Personal time will have to stop once I get a family... personal time is 'gonna' have to become work time.
>
> You have to make time, even if you have to bring it [work] home.
>
> There just aren't enough hours in the day to do it. You can't do your stuff and be with your wife at the same time.
>
> Personal time is 'gonna' have to lighten up to a real minimum.

Not all the teens foresaw problems with time management as evidenced by one boy who stated, "I don't think there'll be too much problem with time...because you can balance it." Or, as one boy said, "You've got to spend time with your family, and then of course, you could always marry a rich woman and let her take care of that end of it."

When asked to think about **combining work and family responsibilities**, a number of potential problems were identified. Again, "time" was noted as being problematic. Comments included "not enough time for everything," "long hours as a lawyer might get in the way," and "you've got to make time for your family as much as you can, but they also need to understand that if something happens to some cattle you need to go." (Boy earlier had indicated that he wanted to be a veterinarian.) One respondent recognized the uncertainty of owning his own business (custom auto painting) and perhaps needing a second job. One boy summarized his thoughts regarding the impact of his job on his family by saying:

> The job takes so much of your time that you're going to have to take part of your work home. And, I think that in the future it's probably going to have to increase. I think that my job [in foreign relations or something like that] is gonna interfere with my family life. And, it would interfere a lot with my personal life."

Another boy realistically said, "I wouldn't like it to interfere with my family life, but I know it probably would...I'd probably bring it home with me and, you know, talk about it."

The teenage boys identified fewer interferences from the family when the **work/family connection** was explored in the focus group discussion. Two boys thought the family wouldn't interfere with their work. Another believed that it would depend on his wife. Several others believed that the "family would probably help." Reasons suggested by the boys for this attitude included:

Families would help 'cause you have something to work for.

If you didn't you wouldn't care about how you spend your money or anything.

I think it would give you a lot more motive to work harder at your job and be better because you have to be able to take care of your family.

If I have a bad day at work, I would go home and they [family] would like tell me it's all right.

When asked to identify future **responsibilities as a father**, responses included provider, disciplinarian, and teacher. Spending time with their children was the response mentioned most frequently (6). Several teens indicated a desire to be actively involved in parenting, for example, one wanted to spend time with his children so that they would "not just...be brought up by my wife, but also by me." The teens also expressed concern about alcohol, sex, and AIDS. One boy said that he would teach his children about life, but added that "if they were girls, I would leave it up to my wife."

Apparently most of the teenage boys had not thought about the issue of **child care**. One indicated, "I just don't think it's a whole lot to worry about." If they had an opinion, they believed that working out child care arrangements should be a "bilateral decision," a decision between husband and wife. A somewhat different perspective was expressed by one young boy in the following statement:

> With both parents working, some of the paycheck that comes back is going to have to go toward a baby sitter keeping your kids and stuff during the day, you know...I'd like to be the one that's going to be the breadwinner of the family and let her [wife] stay home and keep the kids and stuff. But, if she wants to go to work, well that's fine with me, but the baby sitter is going to have to come out of her check."

A number of differing views were expressed when the students were asked about dividing **household responsibilities**. Some of the boys espoused egalitarian positions as indicated by comments

such as: "Take turns. It's a two way street." "Do household and stuff like that together." "Talk about it with your whole family, not just your wife...'cause the kids have some say-so too about what they want to do." One of the most traditional positions was expressed as follows: "I might be old fashioned, but I think the man should be working and making money to support the baby while the wife should be home taking care of children and stuff." A somewhat more compromising view was expressed by one boy when he told the moderator that "I wouldn't like for my wife to work, but if she did, cooking and cleaning should be the responsibilities of the one who gets home first."

When asked, "what difference would it make if you were struggling financially or if you have lots of **money**," a variety of perspectives were expressed:

> Not getting enough money coming in would be really rough. [It would be] harder to take care of the kids and give them the things they want.
>
> I would want to have enough money because I would want my family to have like a lot more than I ever had 'cause I come from a low income family, and we never get a whole lot.
>
> If we had money, I would tell my wife to save some money for bills or things she thought we would need in the future.
>
> A lot of money would solve some problems like getting a house.
>
> If I had a lot of money, I would try not to be like a little boy on a shopping spree in a toy store.
>
> Sometimes money is not that very important. Like if you had a lot, but your family wasn't working out, what's the use of all the money?

The teenage boys who responded to the question regarding **elder care** expressed a desire to be supportive of older members of their family. Comments such as "we should be there," to "help them" to "I'd do my best to make them live as long as they can" were representative. One boy was "living it" at the time of the focus group. His responses reflect the care that he currently was providing:

> I need to be talking about that right now 'cause that's what's happening to me right now. My parents were in a car wreck. Both my parents' legs were crushed. My mom just got out of the hospital [after months], and my dad just got the cast off yesterday. And so, I have to go in there and put them to bed at night, and I have to help them get dressed every morning, and fix breakfast and stuff. We have a nurse coming to fix lunch. But, things changed around the house a lot, you know 'cause I'd never fixed supper in my life...I didn't have a choice. You know, my parents had raised me for 16 years; I mean they've done that much for me and I just made up my mind that I'll do it for them.

Life experiences such as being around people, parents, and friends' parents, and picking things up here and there were identified frequently as sources of information/knowledge about life skills. A number of the boys perceived that athletics, band, academic courses had helped them with self confidence, self-reliance and "being yourself." Seven boys indicated that knowledge gained in their home economics courses contributed to their ability to manage multiple roles.

The teen boys identified a number of skills yet needed to manage multiple roles in the future. Doing a better job at managing money was mentioned by five of the boys. Other skills included how to get along with others, self confidence and self esteem, respecting other people's ideas, decision making, managing household tasks, parenting and child development, and being responsible on the job. The boys also expressed a need for information on employability skills, careers, dealing with divorce, money management, child abuse, and building good communication, especially in marriage. One boy in Harlingen summarized his needs when he said, "I think there probably needs to be a course on how to have a successful marriage cause, I mean, you know, there's a lot of divorces...It seems you just go and get married, and now marriages don't hardly work anymore because you don't know what you're getting into."

A number of the boys desired to have their academic subjects such as English apply to the real world. Most saw the need for staying in school and getting an education. As one Harlingen boy said, "I want to have a good job and I do not want to be like my parents 'cause they, both my parents are migrants and so am I...All my aunts and uncles on my mom's side dropped out just to go to work in the fields, and I do not want that.".

Adult Females

In answer to the question, "Tell me about your family and the roles you play," the women identified 23 different roles. The most frequently mentioned roles were wife (19), mother (15), daughter (11), homemaker (11), and sister (10). Other roles included aunt, granddaughter, caretaker for elderly parents, friend/companion, financial manager and nurse. Several stated that they had full responsibility for family and household tasks, even when they worked; others indicated that these responsibilities were shared with husbands. Three were single parents.

When asked about their work, the respondents indicated a wide variety of work roles, ranging from waitress to kindergarten teacher to secretary to elected public official. Three indicated that they were at home full-time with young children, but planned to return to work when children were older. One of these described herself as a "master volunteer." Three were self-employed. Five identified themselves as full-time students; several others were part-time students. The most frequently anticipated change in work roles was "go back to school." This was mentioned by 6 respondents, one of whom planned to enter Law School. One woman indicated that she expected to change jobs because her husband might be relocating.

The most frequently mentioned problem people had in trying to balance work and family responsibilities was not having enough time, particularly time for self (7) and time for family (6). The following quotes illustrate these time conflicts:

> I feel like I am stretched in all directions. My work is not just coming to a job 8 hours a day but I really think the work I have to do at home takes away from the family. ....I have too many responsibilities for one person. (single parent)
>
> I didn't intend to have to work outside the home when they were small....We planned to and waited to have children until I could afford to quit work and be home with them ....But now, I don't have a choice really. (recently divorced)
>
> My family -- they think they own me thirty-six hours a day. They just demand constantly....I feel guilty if I do something for myself instead of doing something for them.

Child care was a problem for many. Specific problems included finding good day care, cost, feeling guilty about leaving their children, and what to do when children are sick. From the mother of two:

> I feel guilty when I'm not with the boys. I don't, I can't take them to daycare. That's his (husband's) job...because it just kills me...I have terrible days at work when I have to take them.

Several commented on the problems associated with sick children:

> It's really hard when they're sick and you have to take off. Like last year they both got the chicken pox...one had it for seven days and we just got over it and the other one got it for seven days. And if I had to take fourteen days off work, I mean, financially I couldn't have done it.
>
> Where I work they're really flexible....But Austin got this virus where you're not sick but you're contagious....so Paul (her husband) took off a day and a half and I took two and a half days off....He did take his share. We just decided that I'm going to take more days off because it damages his career....we think his career is more important than mine.
>
> Since my daughter was born I have not had a vacation because I had to use my vacation days to keep my child....my son was hospitalized for two weeks and I had to hire a babysitter to stay at the hospital with him....you don't do anything at work because you're not functioning.

Eight of the respondents indicated that having more money would help them solve some of the problems they had in managing work and family responsibilities. Several suggested that

additional money would allow them to quit work or work part-time instead of full-time in order to have more time for themselves and their families.

Although some of the participants said that they had an ideal arrangement in which they and their husbands shared household responsibilities, others expressed a need for more "help" around the house:

> He doesn't do anything on his own....I always have to ask him.
>
> His mother did everything....His father did nothing....he was going to leave me once when we'd been married less than a year, because I was a lousy housekeeper....I pointed out to him that I was working more hours a week than he was and if he didn't like how I did it he could do it himself. He never threatened to leave me again. He still doesn't do anything.
>
> Every Saturday morning I hand my husband a list of his chores and say this is what you're doing today....But I feel sometimes like I'm the brain behind the house, because it would never occur to him...but if I ask him to do it, he will.
>
> If I handed him a list, he would laugh and hand it back to me. He would not do it....he might do the first two and then forget the last eight.
>
> If I gave him a list of what he needed to do, he'd turn around and write me a list....I just leave memos all over the house.
>
> We don't really divide specific tasks....It's just automatic....we have to be a team....I used to do it all but we've started a new thing that we do it on Saturday morning now together. Because he doesn't appreciate all that I do ...unless he's had to do it himself. And it's really starting to work. It's making a change. Ideally, I'd rather have someone else coming in to do it. A maid would be ideal!
>
> Cleaning the house -- it's just whoever does it, does it....We both know it has to be done. That's one of the reasons I married Rick. He was very responsible when I met him. And we married later....so, we were both able to take care of ourselves. I guess we don't fit into traditional male/female roles like my parents....It's a little different but I like it. It allows me the freedom

and flexibility to be just an individual in addition to a wife and a friend.

Two of the group members referred to the need for employers to be more supportive of family needs:

> I think a big help would be if employers would be more understanding. When I worked full-time...they'd give us so many personal days...so I'd call in and say I'm sick even if it was my child, so I'd get paid.
>
> That's the number one reason why I quit my job. Because I had no personal days and my daughter was in the hospital for four days. I came back to work and my boss would not talk to me for a week. I gave him my notice...I will work for nobody who is going to make me think my job is more important than my family. I just think employers need to give....be a little more understanding that yes, we do have families.

The **impact of family on work** centered primarily on children:

> You may think you left it at home...but you do not function as you could. If they would give you time off to handle the problem...you could come back and give 1000% because you'd feel grateful....it would be a more positive outcome. Right now it's negative.
>
> When my supervisor would come into town...he would head straight to the files of the girls who had children...."Why has this person taken days?" "Well, her son was sick or her daughter was sick." "You can't run a business with sick children. Replace her. Move her." And I felt really bad having to do that but...
>
> I feel that the family situation really affects your work, so I'm very sensitive to that with my staff....when I tell them "go take care of your child" or whatever, I know that's going to help them do a better job for me.

Some of the participants stated that work and family had little impact on each other. "I try to leave work problems at work and family problems at home," said one. Others thought that family support was a positive influence on work productivity and that work enhanced family life. However, several identified negative **effects of work on the quality of family life**, including bringing work home, stress causing lack of patience with children, working with children all day and coming home to your

own, mental exhaustion leaving no energy for family, need time for myself after I come home, and lack of time to spend with children.

The participants were asked what they thought young people needed to be taught about managing work and family roles. Management, self esteem, communication skills, setting goals and priorities, accepting responsibility, dealing with stress, how to compromise, and decision making were among the frequent responses. Typical comments included:

> It's OK to stay home with your children.
>
> Teach them it's OK to be different...you don't have to get married or have children.
>
> Get a good education so you can support yourself.
>
> Keep work and family separate.
>
> Teach them that it takes a lot of money to live.
>
> I wish I had known how difficult it would be to negotiate a family and a career...I would have waited and not had a family until my life was settled and in order the way I wanted it career-wise or maybe financially...
>
> They need to know that life doesn't always turn out like you planned. I went to school, got married, worked for a few years, stopped working and had a family....that's the way I always wanted my life to be and it was perfect....and then, it fell apart and it really was nothing I had control over....

Adult Males

The **family roles** mentioned frequently by the men in the focus groups included husband, parent, brother, and son. Roles mentioned less frequently were provider, caregiver, financial planner and confidant. The **work roles** reported most often were manager, supervisor, graduate assistant, and student. One of the men stated that he had three jobs, because he "needed the money." Another was self-employed as a restauranteur and farmer, and a third volunteered that he had recently become a citizen after working in the U.S. illegally for several years.

When asked about the problems they had in **balancing work and family responsibilities**, many of the men expressed concern about the amount of time they spent at work:

> ...most of my life is work, but I do care for my kids and my wife and I'm there for them.
>
> Most of the time I just work, work, work....I would like to have more time for the family....I don't dedicate too much time to my family but in the future I would like to do that...
>
> Work is about 75% of my time...if I didn't have a girlfriend, and that's good...it would probably be 85% or something...
>
> Work takes nearly all my waking time from in the morning until late at night.
>
> I love work and school very much, but my immediate family suffers because of it...
>
> I think a father loses a lot of time with his family, and when you try to explain that it's for them, it's hard for them to believe it...
>
> I don't spend much time at home...it's just a place to sleep.

A young man involved in a dual-earner marriage reported that time together was a major problem:

> ...Both of us are in retail. And with retail you have hours that are pretty crazy. The biggest thing is our schedules.
>
> A lot of times we just miss each other. So that's the hardest thing about being a functional family....A lot of times we're not home at the same time.

Another thought time wasn't much of a problem if you just "take it slow and easy":

> ...making time for everything is not really that hard....we make a list every day and the most important things...we do those first....things that don't get done are on top of the list tomorrow. So we eventually get everything done...might be just a day or two behind. What's the big deal if you get it all done?

A number of the men considered **household responsibilities** such as cleaning and laundry the wife's job. "My wife takes care of most of that," said one. From two recently divorced young men:

> When I was married, I would make the decisions all the time....I would have her take care of the kids, take care of the house, everything that was for her to do...as the responsibility of a woman.
>
> With her working and I wasn't as giving as I should have been...I was paying probably 90% of the bills and I thought I was going to have 90% of the say. It didn't work that way. So I think down the road that in another relationship I'll probably be more giving.

Others expressed less traditional views:

> She works full-time, so I try to do my part at home...for the most part I do those things that need to be done and if I'm not there she'll do them. (student)
>
> We compromised on what we'd rather do. I'd rather cook than wash the clothes and we both sort of help out each other on doing housework...
>
> I help my wife, because she's working and she's helping me....I mean, it's her job, but I feel it's part of my responsibility...

Setting priorities was a problem for some:

> You step into my house right now and it looks like a hurricane hit it....sometimes I feel like I'm not giving enough attention to family and that maybe the relationships are suffering a little bit....you're looking for some time to spend with your spouse and sometimes you can't find it....I'm learning to figure out what really is important. Is it really important that my house is clean, organized? Is it really?

Few of the men indicated problems with **child care**. "I leave the kids to my wife" was a typical response. Two young men who were not yet parents had these comments:

> I think my wife would like to have kids in the future and she wants to quit her job and stay home with a family. I'm not sure if I want that.

I assume it (child care) would be a partnership decision....I'd hear about it if it weren't.

In general, the respondents either had not thought about **care of elderly parents** or they left this responsibility to others:

I've got 5 sisters and she always calls on them....But as she gets older, I think one of these days she'll need my help and I'm getting ready for that...

I have a sister who lives in the same town and she is the one who takes care of all the problems.

I never worry about it....my parents are young....but I realize I'm going to have to face it someday....particularly being an only child...

One young man who had considered the possibility was uncertain how he would handle it:

I've thought about that a lot....I don't know how I could with my life as it is right now....where do you find the time, not even speaking of the money?

The perceived **impact of family responsibilities on work productivity and of work on the quality of family life** varied:

You need to...keep them separate. You cannot bring problems from home into work and at the same time, if you want a healthy relationship with your wife you cannot bring your problems home and let those tear up your family.

What happens at work affects family and what happens with family affects work....and it has an impact on decisions I'm going to make about the remainder of my life....I'm not going to seriously consider getting married in my current position because the hours are so terrible. I got off work last night at 12:30 in the morning. I don't know from day to day when I'm going to work....it's an incredibly tense and draining job at times.

I consider work obviously to be an essential part [of life] and what happens from that filters down through the rest of your life...

The question, "What do **young people need to learn** in order to help them balance work with family and personal life?"

produced varied responses including: money management, learn to earn a living, learn how to prioritize, that it's OK to make mistakes (and learn from them), set goals, have a focus, respect themselves and others, and career opportunities.

Results of Telephone Interviews

Data from the telephone interviews with business persons were analyzed qualitatively by identifying themes and patterns of responses in relation to each of the interview questions. In response to the question, "What do you see as the major problems or barriers employees have in managing work and family responsibilities?" the primary theme which emerged was **time**. Responses associated with time included inflexibility of work schedules, amount of time spent at work, long days and overtime, amount of time required beyond regular work day, irregular work hours and shift work, and spending time together as a family unit.

A second theme was **children**, including responses such as dealing with children's illnesses, finding child care, the cost of child care, and working around children's schedules. Several of those interviewed identified **problems at the workplace**, such as stress of the job, inability to get along with co-workers, demands of management to put work before family, and work-related travel.

When asked how they thought employees' family responsibilities affected their ability to be productive at work, most respondents confirmed that it was difficult to separate work from family, although some indicated that they *should* be separate. Many perceived a direct correlation between family concerns and work productivity. Specific issues believed to cause employees to be less productive were children, illness in the family, family fights or disagreements, and financial difficulty.

The interviewees were asked how the demands of work affect the quality of personal and family life. Again, their responses reflected the theme of time, including the problems of long

working hours and schedule conflicts. Other factors which were perceived to reduce the quality of family and personal life were choice of an occupation, fatigue, bringing work home, and wanting to talk about problems at work. A store manager for a large retail chain indicated that the demands of work could have a positive impact on the family:

> Work...teaches employees responsibility. They should take some of these (skills) home and apply them to their family life. For example, time management.

The responses to the question, "What does your company do to make it easier for employees to combine work and family responsibilities?" reflected the major theme of flexibility. The most frequent response was "schedule flexibility." In many companies, employees had flexibility in when and how to use vacation days; for example, vacation days could be used for family and personal responsibilities. The amount and kind of flexibility was thought to be related to different management styles within companies rather than to formal policies. A divisional controller for a large wholesale distributor suggested that dealing with work and family issues at the workplace is "...becoming a bigger issue. Working families need help."

The most frequently reported employee benefits provided by companies were health insurance, sick leave, and paid vacation. When asked which benefit (both those provided and those that could be provided) was most important to employees and their families, the responses included health insurance, savings plans, and child care assistance. Several of the interviewees indicated that their companies offered many family-supportive benefits that employees simply did not use or take advantage of.

Sixty-three percent of the respondents indicated that their companies probably would be receptive to the idea of offering workshops or seminars for employees related to managing multiple

roles. A number reported that some such programs were available currently.

In the final segment of the interview, the respondents were asked what they thought young people should be taught about managing work and family roles. The most frequently mentioned skills were communication, interpersonal relationships, financial management, self discipline, stress management, and learning how to prioritize. Teaching employability skills also was perceived as important, as reflected in responses such as career options, how to make wise career choices, interviewing, job orientation, occupational skills, and work experience.

Although the responses to this question were numerous and diverse, they indicated, in general, a perception that teenagers are not receiving the education and preparation they need. According to a community college teacher, "....These kids aren't ready to move from adolescence to young adulthood."

Interpretation of Findings

Teen Females

Teenage girls in the Lubbock area and Harlingen/San Benito played a number of family roles and were involved in a variety of school related activities, A few had jobs, and many in the Valley talked about doing volunteer work. Most had an idealized view regarding the future. Most had a career in mind, one that required a college education. Many talked about "if I don't make it as a ____ (e.g., doctor), I'll do ____(e.g., something that required less academic preparation)." In a sense, the girls seemed to recognize their goals may have been idealized. Few, if any, of them had <u>any idea</u> what it would be like to combine work and family responsibilities, although students in Harlingen/San Benito perhaps were a bit more realistic. For some, the future meant "lots of money," a maid and a live-in nanny. The teens were concerned about work taking up too much time.

Teen Males

In the adolescent groups there was a distinct difference in the awareness and responses of those who indicated they had faced

some of the difficulties and responsibilities of life and those who had been sheltered or protected. The responses to the management questions of the sheltered ones indicated an almost magical expectation that things would work out and responsibilities would be fulfilled. They seemed to have no sense of what it would take to make a relationship work or what might prepare them for family responsibilities. For example, one teenage boy indicated the most helpful course in preparing an individual for family responsibilities was Trigonometry.

Boys who were living on ranches or farms were more realistic in their expectations. These youth seemed to be open to an egalitarian relationship. Several of them were employed and seemed to understand the responsibilities of holding a job.

The Hispanic youths in the Valley were determined they would not be caught in the "drop-out" trap that was stereotypical of this cultural group. These boys fully expected to accomplish more than their parents. Although few expressed the desire to be "in control" of their future households, they perceived less likelihood of having dual-earner marriages.

Adult Females

The employed women in the sample reported that they played multiple roles in the family and at work. The few who were full-time homemakers seemed to have numerous roles outside the family as well. Too many roles, the expectations of others, and time conflicts were major problems for those trying to balance the dual responsibilities of home and work.

Child care, especially when children were sick, was another important issue. Some expressed guilt about leaving children in the care of others while they worked. Concern about children was viewed as having a significant (and negative) impact on work productivity. Many of the women described a hostile workplace which made it difficult to meet family responsibilities.

Overall, women carried most of the burden of housework, although some indicated that tasks were shared. Others were attempting, with varying degrees of success, to encourage their

husbands to do more around the house. The women in the Lubbock focus groups appeared to be more frustrated about this issue than those in Harlingen. The Harlingen women actually may have had more supportive husbands, or perhaps they simply had lower expectations. The Harlingen sample appeared to have a clear perception that "family comes first," while the women in the Lubbock area seemed to struggle more with priorities between home and work.

The women indicated that young people were unprepared for the realities of the adult world. Communication, goal setting, management, and decision making were among the skills they thought would help them learn to balance work and family roles.

Adult Males

Like the women, the men in the focus groups identified multiple work roles; however they reported fewer roles in their family and personal lives. Managing time and setting priorities were the major problems they had in balancing work and family responsibilities.

In general, the men did not appear to be concerned about the division of household responsibilities. Most indicated that their wives did a majority of the housework, although some said they "helped," and others reported that these tasks were shared equally.

Neither child care nor elder care were viewed as problems. Most of the men had either avoided thinking about the possibility of caring for elderly parents, or had conveniently transferred this responsibility to sisters or other female family members. Child care usually was seen as the wife's responsibility.

Compared to the women, the men in the focus groups expressed limited awareness of the effects of work on family or family on work. Few seemed to have clear and specific ideas of how work and family might impact each other. Many of the younger men who were unmarried and/or childless seemed to have no more understanding of the potential conflicts between work and family roles than the adolescents. Suggestions for what young people

needed to learn about managing work and family roles were similar to those mentioned in the women's groups, including management, setting goals, priorities and career choices.

Telephone Interviews

Overall, the telephone interview respondents reinforced the views presented in the focus groups. Time conflicts and problems with child care were identified as the two major barriers to effective management of work and family roles. Some of the interviewees suggested that it was a good idea to keep work and family separate, but most recognized the interdependence between the two domains. The respondents suggested that flexibility was needed at the workplace in order to make it easier for employees to meet the needs of their families and still be productive at work. However, few identified formal policies designed to be responsive to family needs. The interview responses supported the idea that young people need better preparation for work and family roles, particularly in areas such as communication, relationships, setting priorities, occupational/employability skills, and making wise career choices.

CHAPTER IV

CURRICULUM COMPONENT: PROCEDURES AND PRODUCT

Curriculum Material Development

The curriculum component process began with a comprehensive review of literature covering previous studies related to managing multiple roles and work/family expectations. A search was conducted for existing instructional materials related to managing multiple roles and work/family, and identified materials were investigated and reviewed.

During the first quarter of the project, a tentative format was established for the curriculum. A draft of the model program and instructional materials were presented at the Advisory Committee meeting for input regarding instructional strategies and format. As research progressed, findings and implications regarding managing multiple roles and work/family provided valuable direction for determining curriculum content, format, and strategies.

During the second quarter of the project, revisions of the draft version of the model program continued based on input from research, advisory committee members, and Texas Education Agency personnel.

During the third quarter of the project, a second draft of the model program was sent to the Texas Education Agency staff. In February, both the TEA and project staff at Texas Tech evaluated the model draft and recommended revisions which were incorporated prior to obtaining input from the Advisory Committee. The Advisory Committee members were mailed draft copies of the model program in March. They were asked to review, evaluate, and comment regarding suggested changes, additions, and deletions. Their input was incorporated in the changes to the model program prior to the field testing.

During the fourth quarter of the project, field testing was implemented at Roosevelt Junior High and Roosevelt High School in Roosevelt, Texas; Texas Instruments in Lubbock, Texas; New Directions, alternative school for teenage mothers, in Lubbock, Texas; and the City of Lubbock employees. The program was finalized after additions and refinements based on additional research results, field testing at sites, data from "Follow-up Questionnaires," and telephone interviews of business and industry personnel. Decisions were made regarding final format, packaging, and distribution of the materials.

Formative Evaluation Procedures

The model program materials were evaluated continuously throughout the project. Project staff, the Texas Education Agency, and the *Model on Managing Family/Work Responsibilities Using Necessary Life Skills* Project Advisory Committee, and field testing provided guidance and evaluation regarding the program procedures and products.

One Advisory Committee meeting was held in September 1991, to obtain advisory committee input regarding research implications for the program, format, inclusion of specific topics or sections, managing multiple role and work/family expectations content, and implementation of the program. Both the Texas Education Agency staff and Advisory Committee members reviewed the components developed for program implementation at field testing sites. Suggested changes and comments were incorporated into production of the final report.

Description of *Effective Management of Multiple Roles: Family and Work* Curriculum

Effective Management of Multiple Roles: Family and Work was developed based on research and recommendations of the Advisory Committee from the *Model on Managing Family/Work Responsibilities Using Necessary Life Skills* Project. The program is designed to teach strategies needed for effectively managing the multiple responsibilities of family and work.

Versatility was a major goal in the design of the instructional materials. The program is suitable for the classroom or special student or adult groups. The program can be presented in its entirety in one two-hour session or can be presented over several days or sessions to meet the content or timing needs of a particular student or adult group.

The program begins by identifying multiple roles played by individuals and explaining basic management concepts such as resources, goals, goal setting, values, standards, needs, wants, and priorities.

Participants are taken to the application level of learning by concentrating on time management. Difficulties with managing time were identified in the research as a key barrier to fulfilling both work and family roles. Effective management of time is viewed as a prerequisite to success in managing other aspects of life. Gaining control of one's time also builds self-esteem, which is vital in overcoming barriers to successful management of multiple roles. The importance of self-esteem has been validated through research conducted by project staff members, as well as other recent studies reviewed in literature.

Through completion of a "Daily Time Schedule" and small-group case study assignments, participants are led through a process of tying all concepts together, applying newly acquired skills to personal situations, and exploring ways to overcome specific barriers to effective management. Use of case studies takes learning to the level of synthesis and allows the facilitator to individualize instruction to meet the needs of a specific group.

In summary, the program is designed not only to teach basic concepts for effectively managing multiple roles, but also to take learners through a process of practicing and applying those skills to personalized situations. The desired outcome is an individual who has learned practical skills to apply in managing time more effectively, who can apply those skills to overcoming other barriers to managing multiple roles, and whose increased

self-esteem makes it possible to manage multiple roles more effectively.

Brochure Development

A brochure was developed to market and disseminate the program, *Effective Management of Multiple Roles: Work and Family*. The brochure briefly outlines (a) the background of the program, (b) the objectives of the program, (c) the research component and (d) information for ordering the materials. The Texas Education Agency and project staff at Texas Tech evaluated and recommended revisions which were incorporated into the final draft of the brochure. A copy of the brochure can be found in Appendix H.

CHAPTER V

FIELD TESTING AND EVALUATION

Site Identification

The model program was initiated and field tested in traditional and nontraditional sites during phase three of the project. In consultation with the Advisory Committee and the Director of the Home Economics Unit of the Vocational and Applied Technology Department of the Texas Education Agency, the project staff identified the following field test locations:

a) Traditional Sites - Roosevelt Middle School and Roosevelt High School, Roosevelt Independent School District, a high school in the Lubbock area.

b) Traditional Alternative - New Directions, Lubbock Independent School District.

c) Nontraditional Sites - Texas Instruments in Lubbock and the City of Lubbock employees.

Upon final approval from the Texas Education Agency, appropriate individuals at the identified sites were contacted and dates for field testing the model program were set. A contact person was identified at each site to coordinate the program. Correspondence by telephone and letters to confirm plans for implementing the actual program was conducted by staff and site contact persons. Copies of the correspondence can be found in Appendices I-1 through I-3. The presenters/facilitator were two staff members who presented the model program at the five field test sites.

Field Tests at Traditional Sites

The traditional sites selected for field testing were Roosevelt Middle School and Roosevelt High School located in a rural school district in the Lubbock area. The three home economics teachers were identified as the contact persons, and the field tests were conducted in the home economics classes.

These sites were selected for diverse background of the students. The school district serves students from the Texas Boys Ranch, Inc. and Buckner's Baptist Children's Home as well as boys and girls in the rural "neighborhood."

A pilot test for the model program was conducted at Roosevelt Middle School. Thirty-eight 8th grade students in two Life Management Skills Classes participated in the pilot. The program was presented in two, 50-minute segments over consecutive days. Because of the flexibility of the program, slight modification of information allows a presenter to utilize the program information with 14-year olds in a middle school/junior high setting.

The program was implemented for 21 high school students in the Individual and Family Life class and the Interior Design class at Roosevelt High School. Of the 21 participants, 16 were female and 5 were male, with a mean age of 16.8 years.

Field Test at Traditional Alternative Site

New Directions, an alternative school for pregnant teenagers and young mothers under the age of 21 in Lubbock Independent School District, served as a traditional alternative site for field testing the program. The principal and the guidance counselor were contact persons. The field test was conducted in the senior students' home room in two 50-minute sessions on consecutive Fridays.

The New Directions site was selected to give a group of "at-risk" students an opportunity to participate in a program that would assist them in managing the multiple roles they are experiencing as adolescent parents, and assist them in overcoming the barriers of culture, gender, and economics. Fourteen females participated; 12 were under 21 years of age and two were 21 years old. Their ethnic backgrounds were diverse; four were black, seven were Hispanic, two were white, and one was not specified.

The common goal of the New Direction participants was to graduate from high school. For this audience, the main objective of the program was to teach management as a tool for handling the

multiple roles individuals need to assume in today's society. Also highlighted in the program was the importance of a healthy self concept and how the ability to manage one's life is directly affected by one's self image.

Field Tests at Nontraditional Sites

Texas Instruments and the City of Lubbock were identified as nontraditional sites for field testing the program. These two employers were selected because of their reputation of being concerned about their employees as "total persons." Further, both were large enough to employ men and women in a variety of occupational areas and levels of responsibilities. The Communications Administrator at Texas Instruments and the Personnel Administrator for Training at the City of Lubbock served as the key contact persons. The site contacts were cooperative and receptive to allowing the program to be field tested with their employees. The contact persons at each site marketed the program and used their company mailing system for registration. The materials used by the site coordinators for publicizing the program can be found in Appendices J-1 through J-3.

There were 26 adults who participated in the seminars in the nontraditional sites, 16 females and 10 males. All were over the age of 21. Four participants were between the ages of 21 and 30; 14 between 31 and 40; and Eight over 40 years of age. Eighty-one percent (21) of the participants at Texas Instruments and the City of Lubbock programs were married, three were divorced, and two were single, never married. Twenty-one had children. The participants in the Texas Instruments seminar averaged 1.58 children, and the City of Lubbock seminar averaged 2.1 children.

The Texas Instruments seminar was presented in two one-hour sessions over two consecutive days. The City of Lubbock seminar was taught in one two-hour time frame on a Wednesday morning.

Evaluation Instruments and Procedures

Three instruments were used to evaluate the field tests of the model program. The goals of the evaluation process were to:

1) Assess the effectiveness of materials used in the field tests;

2) Provide direction for content revision;

3) Serve as a guide for future instructors (i.e. what they need to emphasize, what they might need to include or exclude);

4) Assess the effectiveness of the model program.

The instruments were developed after examining similar devices from past research reports (Couch, Felstehausen, & Robinson, 1991; and Couch & Patton, 1983), consulting Measurement and Evaluation in Teaching (Gronlund & Linn, 1990), talking with experts in the field, and referring to the objectives of the model program. It was determined that the evaluation would include a pretest, posttest, and an overall evaluation of the presentation.

A number of questionnaire items were generated by a member of the project staff and were reviewed by the entire project staff. Questionnaire items then were reworded, omitted, and new items were added.

The pretest included a section asking for demographic information and a section dealing specifically with the objectives of the model program. The "test items" were written to allow respondents to answer by circling "yes," "no," or "not sure." The pretest was designed to assess knowledge of management techniques prior to presentation of the model program.

The posttest was designed to assess knowledge of the time management information presented. The same management technique questions were used for the posttest although the order of the questions was reversed. Another section was added in which the participants were asked to check specific aspects of the program they had implemented in their own lives. Using open-ended questions, the field test participants also were asked to indicate whether they had implemented the management techniques into their own lives, and if so, how.

The third evaluation instrument was designed to survey the participants' perception of the presentation of the model

program. Statements were written so the respondent could answer by circling one of the responses on the scale: "good," "average," and "poor." All evaluation instruments were reviewed by staff in the Texas Education Agency and suggested changes were incorporated. Copies of the instruments are located in Appendix K.

The evaluation devices were used with eighth graders, sophomores, juniors, and seniors in high school, and adults over the age of 21. Evaluation data were collected at three different times. The pretest (Phase I) was given to the participants before the program was presented. Phase II was given to the participants immediately following the presentation to determine their perceptions of the overall presentation. The posttest (Phase III) was mailed to the subjects after a pre-determined time period to assess knowledge of the information presented and to determine whether the students had implemented the management techniques into their lives.

The evaluation devices were tested with a group of eighth graders during a pilot test of the model program. After reviewing the responses, needed revisions were made (i.e. omitting questions, rewriting questions, or adding new questions). Validity was established by formulating questions from the objectives set forth in the model program. In an attempt to improve internal validity in the posttest, the order of the questions from the pretest was reversed. The reliability (internal consistency) was estimated by checking the consistency of the responses of the participants from the pilot test. The number of participants who got the question correct on the pretest was compared to the number of participants who got the question correct on the posttest to further establish reliability (test-retest).

The responses from each question on both the pretest and the posttest were tallied. The "correct" answer for each question was predetermined, and the number of correct responses from the students was compared with that answer. The posttest was

analyzed in the same manner. After tallying the posttest, a comparison of the number of correct responses from the pretest with the number of correct responses from the posttest was done to determine whether the participants learned the techniques from the program. The open-ended questions were evaluated by identifying common themes within the responses. A determination was made of how many students responded in the same manner and placed in rank order. For Phase II each response was tallied and totaled to determine how many students evaluated the different segments of the presentation. A mean score of "good" responses, "average" responses, and "poor" responses was determined for each item. This information was used to determine the effectiveness of the program and the presentation of the program.

Evaluation of Model Program

In the demographic portion of the pretest, the students were asked to identify the activities that they were involved in and to identify roles that they play. Athletics was the activity that the majority of the students participated in followed by religious activities. The roles identified by the students included friend, student and employee. Students were then asked questions regarding goals, values, standards, priorities, management, and flexibility. Students had a difficult time distinguishing between a long-term goal and a short-term goal. The students understood the importance of values and standards as they relate to reaching goals and the importance of setting priorities when working towards goals. The students knew the importance of flexibility when integrating management techniques into their lives.

The students' answers to the first section of the posttest showed some increase in knowledge. After participating in the program, the students were able to distinguish between a long-term and a short-term goal. More students were aware of the use of values and standards as they relate to goal setting.

When asked how they had used the information presented in the program, more than two-thirds of the respondents reported

that they had used the information. When asked how the management skills helped in balancing school with family and/or work, one student said, "it helped me get priorities straight." When asked how flexibility was used when organizing time, one student commented, "I know if I need to change my times [around]." Students realized that communication was important.

The adults were given a similar evaluation device. The majority of the respondents participated in church activities. The roles that the adults played included husband, wife, father, mother, friend, and employee. In the pretest, the participants indicated they understood the ideas regarding goals and setting goals, values and standards, priorities, and management techniques.

In the posttest, the adult respondents were unsure if wants were necessary for human survival. Another area of uncertainty was whether standards were used as criteria for reaching goals. All of the respondents had implemented at least some of the management techniques presented in the program. In response to the question, "how have the management skills helped you in balancing family and work?" one respondent answered, "My wife knows in advance when I have things going on at work." Values and standards help one person "understand what is most important in setting goals." One person said that prioritizing has helped in deciding what to do when he/she needs to be in more than one place at a time. Communication helped one person keep family members up to date.

Sixty-seven percent of the student respondents felt that the organization of presentation, the time spent on information, the presentation of information, the activity booklet, workbook exercises, and the importance of the subject to their own lives was "good." Seventy percent of the adult respondents rated the following areas "good" when asked to evaluate the model program presentation itself: organization of presentation, time spent on information, presentation of information, activity booklet,

workbook exercises, and importance of the subject to your own life.

Following field testing, the project staff evaluated the time frame used for the presentation at each site. The two-hour program session appeared to be more advantageous for adults than two one-hour sessions over consecutive days. With students, it appeared more advantageous to have three or more classroom sessions over consecutive days in order to cover the material adequately and promote retention.

Implications

The purposes of this study were to examine the barriers which deter effective management of the multiple roles of family and work and develop appropriate strategies for dealing effectively with management of the interrelatedness of family and work responsibilities. Research findings provided the foundation for the development of a model program, *Effective Management of Multiple Roles: Family and Work*. The research findings and the results of the field testing of the model program point to a number of implications for instruction and curriculum development.

Management of multiple roles includes a number of home economics related issues, namely time management, communications, money management, dynamics of family living, and role strain/stress. The participants in focus groups identified difficulties with managing time as a key barrier to effective management of multiple roles. This finding appeared to be consistent across age, gender, and cultural differences. Many teens as well as adults referred to time pressure, and nearly everyone commented in some way on time shortages.

Because of the prominence of time related comments and the recognition that effective management of time is a prerequisite to success in managing other aspects of one's life, the program related resources, values, and goals to time management. However, this is only one of the many topics that could assist males and females of all ages to manage multiple roles. Others

include building family communications, managing personal and family finances, coping with stress, sharing household tasks, and examining personal and family values. Issues related to dependent care (both child and elder care), job scheduling, career planning across the life cycle also need to be examined as they relate to family life.

Versatile programs such as the model program developed for this project can be taught in a variety of settings and can be adapted for middle school youth, high school students, and adults of all ages. All of the topics are appropriate for a secondary home economics curriculum and would be especially applicable in Individual and Family Life and Parenting and Child Development courses.

The flexibility of the program also permits it to be taught in a series of 50-minute segments, a two-part 60 to 75 minute schedule, or in a longer workshop format. For middle school or high school students a series of shorter sessions is recommended; for adults the longer workshop type format is preferable.

The findings of this study underscore the need for vocational home economics teachers to become more involved in teaching adults as well as youth. American employers spend about $30 billion, or one to two percent of their payrolls annually on formalized training for their workers (Carnevale, Gainer, Villet, & Holland, 1990). Approximately one-third of these monies are expended on training that is purchased from outside providers. Based on the findings of the field test, *Effective Management of Multiple Roles: Family and Work* curriculum would be ideal as a training program at the work site.

Home economics teachers, curriculum writers, and business persons need to build a training partnership. Stumbling blocks are bound to occur as educators attempt to establish the linkages with business and industry that would be necessary to accomplish this goal. Everyone involved would need to communicate openly and demonstrate a willingness to cooperate. However, the positive experiences at Texas Instruments and with the City of

Lubbock employees demonstrate that such efforts would be worthwhile. Over the long term, a home economics oriented work/family linkage with employers would be beneficial to all involved. It would be good for the employees -- they would get the training they need for managing work and family roles. It would be good for employers -- they would get help with the ever growing challenge of balancing work and family demands. And, it would be good for home economics, because it could enhance our educational development opportunities.

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APPENDICES

TEXAS TECH UNIVERSITY

College of Home Economics
Home Economics Education

Box 41162
Lubbock, TX 79409-1162
(806) 742-3194

August 20, 1991

Dr. Joyce Pollard
SW Educational Development Lab
211 East 7th Street
Austin, TX 78701

Dear Dr. Pollard:

Texas Tech University has been awarded a grant by the Texas Education Agency for a statewide project designed to develop a model program on managing work and family responsibilities. The project is a cooperative effort involving Home Economics Education faculty, the Home Economics Curriculum Center and the TEA Home Economics Education staff.

We invite you to serve on the Advisory Committee for the project. As a member of the Advisory Committee, you would be asked to attend one meeting, to be held in Austin, and to provide input by mail during the project period (now through June 30, 1992.)

The Advisory Committee meeting will be held on September 24, 10:00 a.m. to 2:30 p.m., Room 1-109, William B. Travis Building, 1701 North Congress, Austin. If you plan to travel by air, we ask that you make your reservations as soon as possible (no later than September 3) in order to take advantage of the lowest air fare. Unfortunately, we are unable to offer an honorarium; however, your travel expenses will be reimbursed according to TEA guidelines. If you agree to be a member of the Advisory Committee, we will send additional information about the September 24th meeting.

We hope that you will agree to become part of this important group. The project can have a significant impact on the education of young people in our state. We look forward to your affirmative response and to your contribution.

Sincerely,

Ginny Felstehausen
Project Co-Director

Sue Couch
Project Co-Director

Marilyn Wragg
Project Co-Director

Judith Hetherly
Director,
Home Economics Education

An Affirmative Action Institution

Using the enclosed envelope, please send your response by September 9 to:

Marilyn Wragg
Home Economics Curriculum Center
Texas Tech University
P. O. Box 4067
Lubbock, Texas 79409-9988

_____ Yes, I, _____ will serve on the Advisory Committee and will attend the Advisory Committee Meeting on September 24.

_____ No, I, _____ am unable to serve on the Advisory Committee.

Or if you prefer, call Rosalinda Quiroz, Project Secretary at 806-742-3194 or 742-3034.

AGENDA
LIFE SKILLS RESEARCH AND CURRICULUM PROJECT
ADVISORY COMMITTEE

September 24, 1991
10:00 a.m. - 2:00 p.m.

I. Welcome and Introductions

II. Overview of Project

III. Role of Advisory Committee

IV. Research Component

- A. Procedures - Phase One
  - Focus Groups Defined
  - Focus Group Questions
- B. Curriculum Component - Phase Two
  - Model Program
- C. Field Test of Model Program - Phase Three

V. Publicity

VI. Summary/Announcement

VII. Travel Forms

Project is funded by a Texas Education Agency grant awarded to Texas Tech University.

TEXAS TECH
UNIVERSITY

College of Home Economics
Home Economics Education

Box 41162
Lubbock, TX 79409-1162
(806) 742-3194

October 1, 1991

Dr. Joyce Pollard
SW Educational Development Lab
211 East 7th Street
Austin, Texas 78701

Dear Dr. Pollard:

Thank you for taking the time to participate on the advisory committee for the Life Skills Research and Curriculum Project. The meeting on September 24 was an enriching experience and your input was valuable to the overall success of the project.

During the later part of October, I will begin the collection of data by using focus groups. I am excited about this method of research and am confident it will meet our needs. Throughout the year I will be keeping you updated with our progress. Please feel free to contact me if you think of additional ways you can contribute to our project.

Sincerely,

Maureen S. Lambert
Project Coordinator

An Affirmative Action Institution

Focus Groups Questions-Students

Multiple Roles Exercise

Moderator:
"For the remainder of our time together we are going to be discussing how people manage these multiple roles, particularly in the workplace and the family."

Question 1a: Family Roles
First I would like to know more about the roles you play now in each area, school/work, family, and personal life?

Question 1b: Family Roles
Now, I would like for you to think about your family of the future.
What do you think your future family will be like?
What roles do you think you will be playing?

Question 2: Work Roles
As you think about your future roles in the workplace, you may have a particular job or career in mind.
Tell us a little more about your goals for your future job or career?

Question 3: Work and Family Responsibilities
Now, I would like for you to think about combining your work and family responsibilities. I assume that your two circles at the bottom of the page are not alike. Look at the circle on the right and assume this represents your life in the future.
What do you think will be some of the major problems you will have in balancing all of these roles?

Response: Child Care
Probe:
What kinds of problems would you anticipate in relation to child care?
How would you manage these?

Response: Household Labor
Probe:
How do you divide these responsibilities in your family?
Is this the way you would like to do it in your future family?
What would you change and why?

Response: Money
Probe:
What problems would money help you solve?

Question 4: Impact of family on work, work on family
As you think about your future work and your future family life, how do you think your family responsibilities might affect your ability to achieve your career goals?
Looking at your life from the other direction, how do you think your job might affect the quality of your family life?

Question 5:
What knowledge and skills have you gained at school, from parents (or elsewhere) that will help you manage work and family roles successfully? What do you still need to learn?
Probe: What are the particular classes that have benefited you?

Moderator's Notes

Focus Groups Questions-Adults

Multiple Roles Exercise

Moderator:
"For the remainder of our time together we are going to be discussing how people manage these multiple roles, particularly in the workplace and the family."

Question 1: Family Roles
First, I would like to know more about your family. Tell me about your family and the roles you play in your family.

Question 2: Work Roles
As you consider your present roles in the workplace, do you anticipate changes in the future or next five years?
If so, how do you think your work roles will change?
Prompts:
remain full-time, job sharing, anticipate changing jobs, continue education

Question 3:
As you think about balancing your work and family responsibilities, look at the two circles at the bottom of the page, I assume that your two circles are not alike. Look at the circle on the right and assume this represents an ideal.
What makes it difficult for you to reach this ideal or to achieve this kind of balance?

Response: Child Care
Probe:
What are the specific problems you have in providing care for your children?
How are you handling child care now?
What would help you the most dealing with these problems?

Response: Household Labor
Probe:
How do you divide these responsibilities in your family?
How satisfied are you with this arrangement?
What would you change if you could?
What makes it difficult to change?
Why don't you change?

Response: Money
Probe:
What problems would money help you solve?

Question 4: Household Labor
Another issue that concerns some families is how to get household tasks (eg. cooking, cleaning, yard work) done when all the adults in the family work.
How do you divide these responsibilities in your family?
Probes:
How satisfied are you with this arrangement?
What would you change if you could?
What makes it difficult to change?
Why don't you change?

Question 5: Impact of family on work, work on family
As you think about your work and family roles, how do you think your family responsibilities affect your ability to be productive at work? Looking at the other side, in what ways do the demands of your job affect the quality of your family life?

Question 6:
Based on your experience thus far, what do you think young people need to know about managing work and family roles?
Probes:
What do you wish you had known?
If you could teach them how to manage work and family, what would you teach?

Moderator's Notes

Managing Multiple Roles
Student Information

Directions: Place a check (/) or answer in the appropriate blank.

1. I am:
   ____ male
   ____ female

2. I am _____ years old.

3. My grade level is _____.

4. My ethnic group is:
   ____ Asian
   ____ Black
   ____ Hispanic
   ____ White
   ____ Other _____

5. I live with: (check all that apply)
   ____ mother
   ____ father
   ____ stepmother
   ____ stepfather
   ____ grandparents
   ____ other relative
   ____ spouse
   ____ live alone
   ____ other (please list)
   _____

6. Of those people I live with, the following are employed for wages: (Check all that apply)
   ____ mother
   ____ father
   ____ stepmother
   ____ stepfather
   ____ grandparents
   ____ other relative
   ____ spouse
   ____ other (please list)
   _____

7. I am currently employed
   ____ yes
   ____ no

8. I take part in the following activities:
   ____ athletics/sports
   ____ music/choir/band
   ____ FHA/HERO
   ____ FFA
   ____ church youth group
   ____ none
   ____ student government
   ____ drama/speech
   ____ academic clubs (science)
   ____ 4-H
   ____ volunteer work
   ____ other _____

Managing Multiple Roles
Adult Information

Directions: Place a check (✓) or answer in the appropriate blank.

1. I am:
   ____ male
   ____ female

2. I am _____ years old.

3. My ethnic group is:

   ____ Asian
   ____ Black
   ____ Hispanic
   ____ White
   ____ Other _____

4. My highest level of education is:
   ____ grades 1-8
   ____ grades 9-11
   ____ high school diploma or GED
   ____ some professional education or training after high school
   ____ bachelor's degree (four year college or university)
   ____ graduate education beyond bachelor's degree

5. I have ____ (number) children.
   (List ages of children) _____

6. My current marital status is:
   ____ never married
   ____ married
   ____ separated
   ____ divorced
   ____ widowed
   ____ other

7. If married, my spouse is:
   ____ employed full-time
   ____ employed part-time
   ____ not employed

8. My spouse works _____ per week. His/her job title is _____.

9. I am:
   ____ employed full-time
   ____ employed part-time
   ____ not employed

10. I work ___ ____ per week. My job title is _____.

TEXAS TECH UNIVERSITY

College of Home Economics
Home Economics Education

Box 41162
Lubbock, TX 79409-1162
(806) 742-3194

October 21, 1991

Miss Franchesca Hernandez
305 South 2nd
Slaton, Texas 79364

Dear Franchesca:

Thank you for agreeing to participate in the research study being conducted cooperatively by the Texas Education Agency and Home Economics Education at Texas Tech University. As stated in our telephone conversation, you were randomly selected from three high schools in the Lubbock area. There will be approximately ten students participating in each discussion group.

The purpose of the study is to examine the multiple roles in the lives of adolescents and young adults. The questions that will be asked relate to the multiple roles that you have in your life as a student and family member. The contributions you make will benefit the lives of thousands of young people and their families.

Your discussion group has been scheduled for: Wednesday, October 30, 4:30-5:30 p.m., Room 234 in the College of Home Economics at Texas Tech University. Parking is available in the Texas Tech Bookstore parking lot, West of the College of Home Economics. I have enclosed a map to help assist with parking. Please stop at the security station where a visitor's parking card will be issued. Try to allow sufficient time for arrival at Tech. The discussion group will start promptly at 4:30. There will be students outside the Food Science Tower (circled in blue on your map) with signs that read, "Life Skills Discussion Group." These students will assist you in locating our meeting rooms.

I have also enclosed a parent/guardian permission form. Please have this signed by a parent/guardian and bring it with you the day of the group discussion. I want to thank you again for agreeing to participate. Please do not hesitate to call me at 742-3104 or 742-2512 if you have any questions about the procedures.

Sincerely,

Maureen S. Lambert
Project Coordinator

An Affirmative Action Institution

TEXAS TECH UNIVERSITY

College of Home Economics
Home Economics Education

Box 41162
Lubbock, TX 79409-1162
(806) 742-3194

November 28, 1991

Matthew Butler
1104 Ben Lora Lane
San Benito, TX 78586

Dear Matthew:

Thank you for agreeing to participate in the research study being conducted cooperatively by the Texas Education Agency and Home Economics Education at Texas Tech University. Ms. Rachel Tamez of Harlingen contacted you last week. In your conversation with Ms. Tamez, she informed you that you were selected as an outstanding candidate for this project. I want to thank you in advance for agreeing to participate and to tell you how anxious I am to meet with you. Your discussion group will consist of approximately 10-12 teenagers.

The purpose of the study is to examine the multiple responsibilities in the lives of adolescents and young adults. The questions that will be asked relate to the multiple roles/responsibilities that you have in your life as a student and family member. The contributions you make will benefit the lives of thousands of young people and their families.

Your discussion group has been scheduled for: Friday, December 6, 1991 from 4:30 - 5:30 p.m. The discussion group will be held in the Short Course Center on the Texas State Technical Institute Campus, Loop 499 and Oak Street, Harlingen. I have enclosed a map for your convenience. Your discussion group will start promptly at 4:30 p.m. Try to arrive a few minutes early for refreshments.

Rachel or I will be contacting you a few days before your discussion group to remind you of the time and date. I have also enclosed a parent/guardian permission form. Please have this signed by a parent/guardian and bring it with you. I want to thank you again for agreeing to participate. Please do not hesitate to call me at (806) 742-3194 if you have any questions about the procedures.

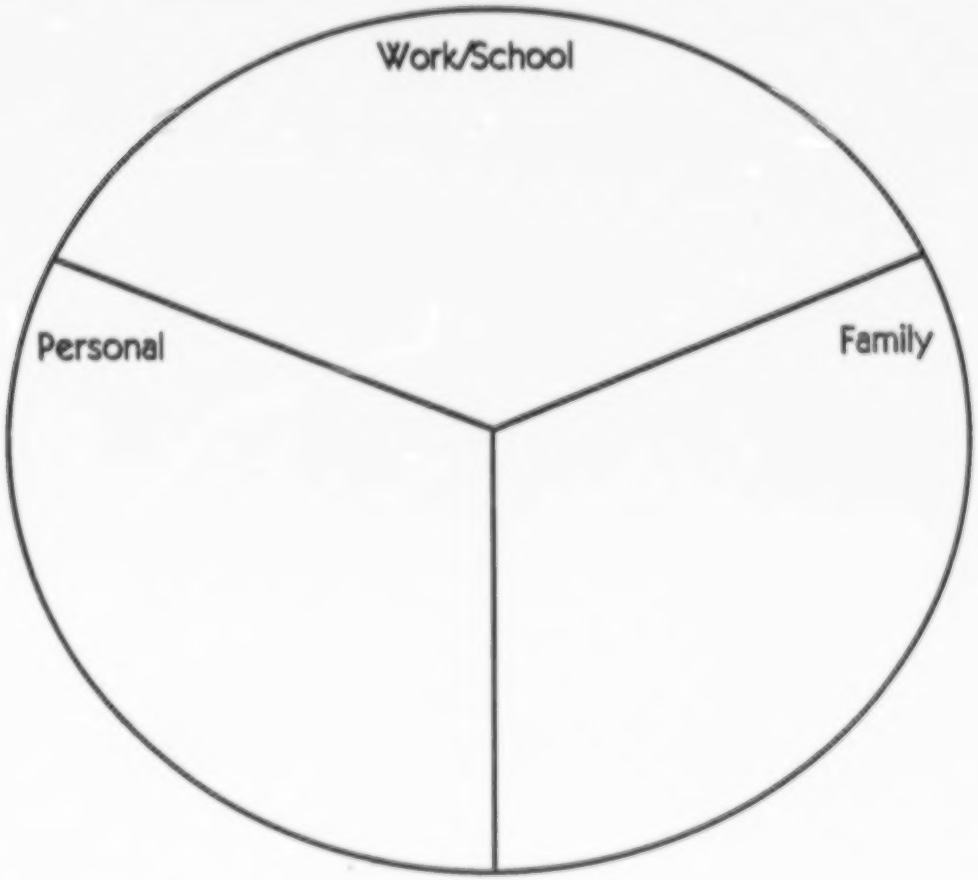
Sincerely,

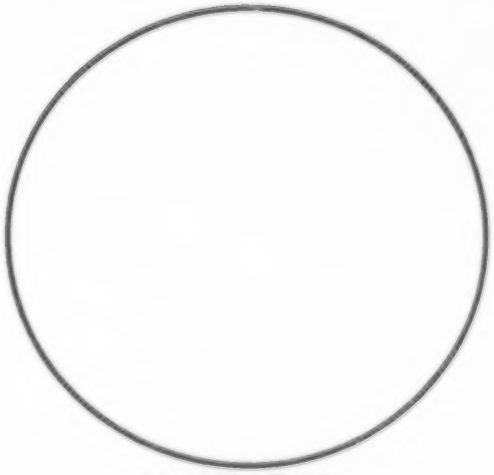
Maureen S. Lambert
Project Coordinator

An Affirmative Action Institution

Student

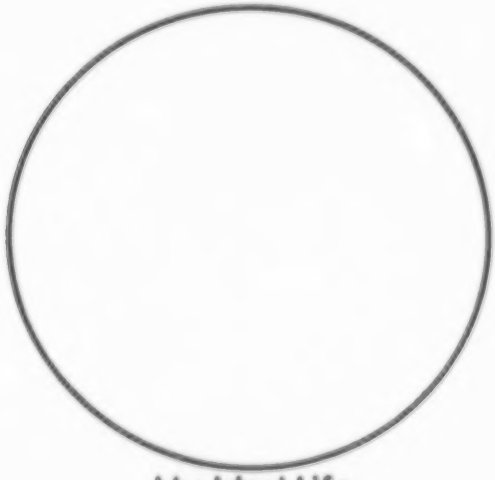
In the large circle, list in the appropriate section the roles you play in each area of your life.





My Life Today

Divide the circle to represent the time you give to each area during an average day.

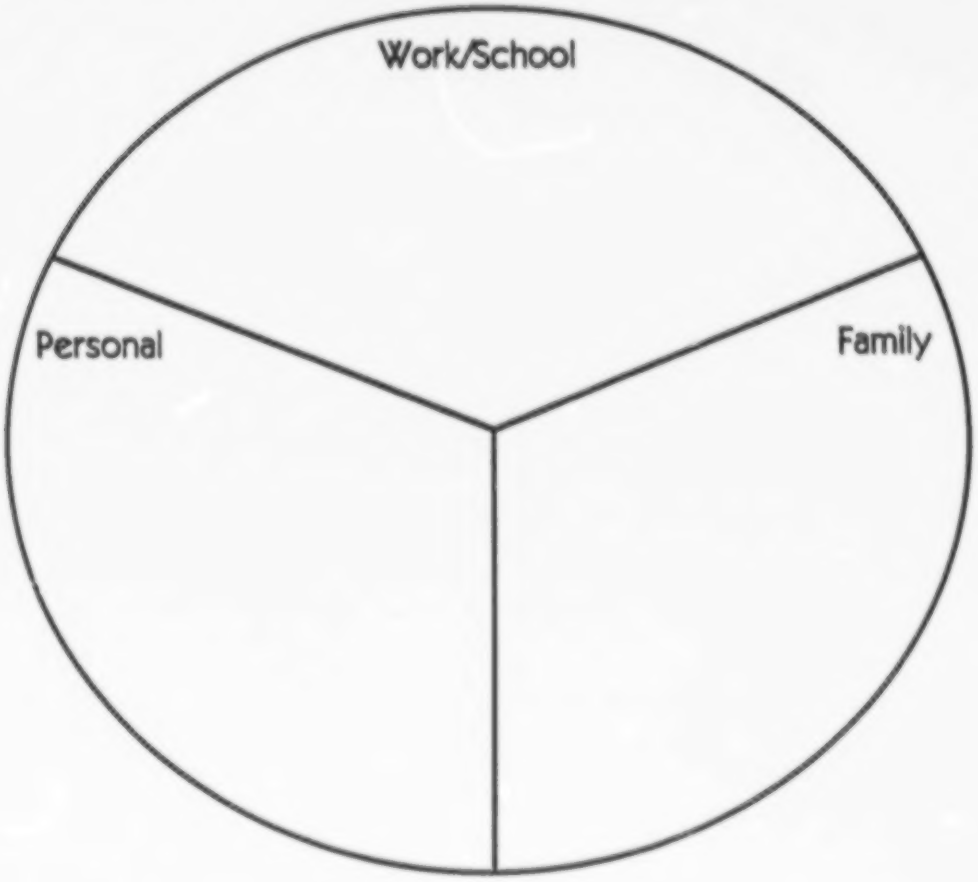


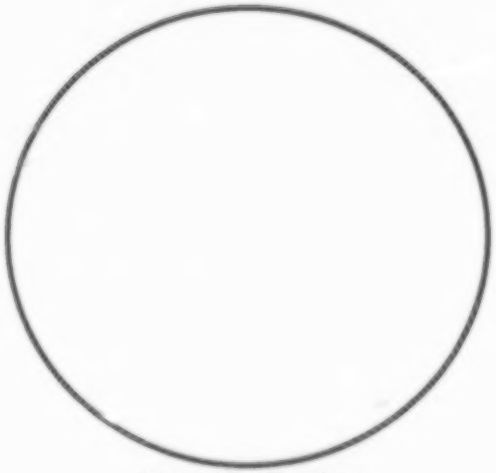
My Ideal Life

Divide the circle to represent your life as a young adult age 25-28.

Adult

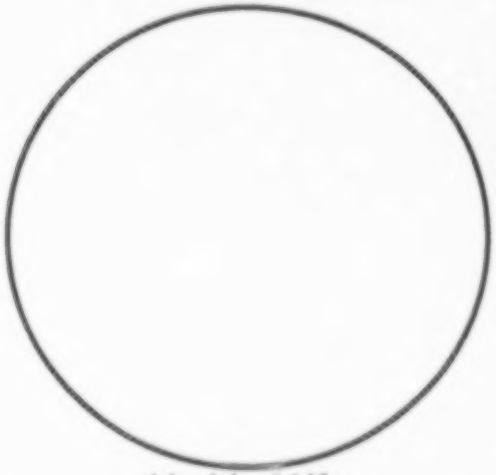
In the large circle, list in the appropriate section the roles you play in each area of your life.





My Life Today

Divide the circle to represent the time you give to each area during an average day.



My Ideal Life

Divide the circle to represent the way you would like it to be.

Phone Questionnaire

Hello, my name is Amber Killebrew. I am calling for Texas Tech University and the Texas Education Agency. We are conducting a research project to assess the multiple roles of the employees of your company.

As you know the labor force has changed in recent years. Many families are finding it difficult to survive on one income. With this growing number of dual earner families, our study is focusing on strategies family members need for effective management of the multiple responsibilities of family and work. The research is looking at barriers which deter effective management of multiple roles. Barriers include cultural, economic, and gender differences. I would like to get your input regarding factors that may affect employees within your company.

Would you or someone else in your company be willing to talk over the telephone regarding these issues? Great! We can set up a 15 minute phone interview at a time that would be convenient for you.

Information gathered from this phone interview will be kept anonymous. However I would like to get your permission to use data from this conversation in our research study.

Name :_____

Company:_____

Date and Time:_____

Title/Position:_____

Male/Female:_____

82

Company Demographics

First I would like to get some information about your company.

What category best describes your company or firm:

_____Agricultural	_____Retail/Trade
_____Construction	_____Wholesale/Trade
_____Communications	_____Finance/Insurance/Real Estate
_____Hospitality	_____Govt./State/City
_____Health Care	_____Electronic/ Computer
_____Transportation	_____Utilities
_____ _____	_____Other

Indicate the type of employees working for your company/firm:

_____Professional
_____Management
_____Clerical
_____Skilled
_____Semi-Skilled
_____Unskilled

How many people are employed at (name of company and number of employee)_____

_____

What is the ratio of male to female employees?_____

_____

What shifts or hours do employees work?_____

_____

_____

_____

1. What do you see as the major problems or barriers employees have related to work and family issues?_____

_____

_____

_____

2. Of these problems which one(s) do you see as the most difficult for your employees manage?_____

_____

_____

_____

3. When you consider the employees work and family responsibilities, how do you think their family responsibilities affect their ability to be productive at work?_____

_____

_____

_____

4. Looking at the other side, in what ways do you think the demands of work affect the quality of personal and family life?_____

_____

_____

_____

_____

5. What are some ways your company tries to make it easier for your employees to combine work and family responsibilities?

_____

_____

_____

_____

_____

_____

6. Are there any other benefits that apply to the family that are being provided by your company that I have not mentioned?_____

_____

_____

_____

7. Would you summarize the benefits provided by your company?____

_____

_____

8. Would you be willing to send me information about what types of benefits your company provides for the employes?

yes no

(address)_____

_____

BENEFITS

Now I would like your reaction on some specific benefits your company may provide or could provide. As I read the list please idicate now if your company currently offers these benefits, answer would consider if your company might consider offering these benefits in the future, answer never if this would not be a benefit your company would consider offering.

1	insurance and health care benefits	now	consider	never
2	flexible benefit plans	now	consider	never
3	paid vacation	now	consider	never
4	sick leave	now	consider	never
5	flexible work schedules	now	consider	never
6	job sharing	now	consider	never
7	profit sharing	now	consider	never
8	401k savings	now	consider	never
9	retirement	now	consider	never
10	child care at the work place	now	consider	never
11	assistance in paying for child care cost	now	consider	never
12	dependant care/elderly or ill	now	consider	never
13	paid personal leave for family responsibility	now	consider	never
14	paid paternity leave for fathers	now	consider	never
15	paid maternity leave for mothers	now	consider	never
16	education	now	consider	never
17	financial aid for continued education /training	now	consider	never
18	stress management programs	now	consider	never
19	physical fitness /recreation programs	now	consider	never
20	financial seminars	now	consider	never
21	counseling	now	consider	never
22	marriage and family counseling	now	consider	never
23	legal counseling	now	consider	never
24	alcohol and drug abuse counseling	now	consider	never
25	career counseling	now	consider	never

number of item and any comments_____

Of all of the benefits you now provide or might provide in the future which is the most important to employees._____

Prompts if they can not think of work and family issues
I would like to know if you perceive that selected work and family issues exist for employees of the company. If you feel the issue is or could be a problem for employees of the company please answer yes. If you do not see the issue as a problem answer no.

finding adequate child care arrangements	yes	no
finding affordable child care	yes	no
after school care for school age children	yes	no
family financial management	yes	no
management of time on the job	yes	no
management of time off the job	yes	no
family problems or crisis such as; death, divorce, separation, illness in the family	yes	no
number of hours working per week	yes	no
working conditions or physical environment	yes	no
job security	yes	no
work policies and regulations	yes	no
sufficient meal and break times	yes	no
parking arrangements	yes	no
amount of commuting time	yes	no
amount of energy needed to do work	yes	no
drug / alcohol use	yes	no

9. What do you think educators should be teaching young people about managing work and family roles? Are there specific skills or courses that could prepare students for the world of work and family?

_____

_____

_____

_____

10. Would your company be interested in having employee workshops or seminars on topics related to managing multiple roles?

_____

11. What format would be best for your company?

___one seminar
___one meeting a week
___lunch hour/ brown bag workshops
___evenings

12. Do you have any additional thoughts or comments?

_____

_____

_____

_____

_____

13. Would you like a copy of the summary of our final report when we finish our project next summer?

Thank you for participating in our study. The information you have provided will be used to develop a model program for managing multiple roles more effectively.

PHONE INTERVIEWEES

Name	Company Name	Position Held
1. Howard Sparkman	Kidder Peabody & Co.(Large)	Vice Pres.(Stock broker)
2. Doug Novak	Pepsico Food Systems (Large)	Senior Director, Controller
3. Bryan Haynes	Attorney at Law(Small)	Attorney
4. David Glossen	Collin Co. Comm College(Small)	Photo Lab coordinator
5. Jeff Samson	Good Eats(Small)	Manager
6. Pete Daly	Pitney Bowes Mgt. Services(Large)	Account Executive
7. Tracy Hatt	Dillards Dept. Store(Large)	Area Sales Manager
8. Stephanie Sharpee	Dillards Dept. Store(Large)	Dept. Manager-Retail
9. Clay Jett	Comerica Bank(Large)	Central Loan Adm Rep.
10. Orlan Ihms	T.U. Electric(Large)	Youth & Educ Srvcs Mgr
11. Tim Weinheimer	Dallas Museum of Art(Small)	Asst Dir for Membership
12. Cathy Conee	Pepsico(Large)	Dir of Comp & Benefits
13. Candy Long	Educational Service Ctr.(Large)	Consultant
14. Curtis Carey	Sheraton(Large)	Sales Representative
15. Shawn White	Ultimate Tans(Small)	Regional Mgr
16. Karen Gandy	Southwestern Bell Mobil(Large)	Support Representative
17. Helen Werner	Keystone Academy(Small)	Director/Owner
18. Tammey Shimon	Princeton School District(Small)	Earth Sciences Teacher
19. Loretta Hickey	Plano ISD(Large)	Vocational Dirtector
20. Debbie Aldredge	Vet Technician(Small)	Campbell-Nantucket Animal Hos
21. Tom Shinon	MCI(Large)	Outside plant supervisor
22. Kelly O'Connor	Marriot Courtyard.(Large)	Housekeeping Mgr.
23. Sandy Wall	DSC CommunicationLarge)	Executive Secretary
24. Dee Dee Monday	Southwest Airlines(Large)	Benefits Coordinator
25. Lance Ede	EDS(Large)	Manager of Commun.
26. Jamie Kennedy	Bureau of Labor Statistics(Large)	Economist

Pilot Companies

Grocery	United 50th and Indiana Chris James Store Manager 795-8341 Jim Tye Personnel Director Main Office 791-0220 Danny Crowsen upper management 791-0220
Banking	Western National Bank Carrie Byrd V.P. Operations 794-8300
Small Retail	Confetti David & Martha Due 795-1181
Real Estate	Coldwell Banker Dick Moser 793-0677
Clerical Workers/ Hospital	TTUHSC Department of Surgery Dawn Berry Supervisor of secretaries 743-2370
Insurance	Edwards and Abernathie Everette Abernathie 792-5166
Construction	Rhodes Construction 795-1820 792-0185

Dual-income families are the norm; less than 10% of U.S. families are traditional families—those with the father in the workplace and the mother in the home. Helping individuals develop skills for living and skills for balancing work and family has become a major concern for society.

A Program to Help

Effective Management of Multiple Roles: Family and Work is a program designed to help students, teachers, and people in business and industry to learn effective skills for managing multiple roles and how to apply those skills in balancing work and family issues. Participants will discover how to:

- Achieve excellence in juggling multiple roles.
- Apply learned management techniques:
  - organizational skills
  - decision making
  - goal setting
  - prioritizing
  - using resources such as time, talents, and money
  - making schedules
  - implementing plans
  - adapting skills to various case studies
- Take charge of their lives and control what happens to them.
- Increase self-esteem with each successful management step.

Designed For Your Needs

Versatility was a major goal in the design of the program. It is suitable for presentation to students in the classroom or to special student or adult groups. The program can be presented in one two-hour session or throughout several days or sessions to meet the time schedules of the group.

The program is self-contained. All materials necessary for presenting the program are included—facilitator's manual, participant activity booklets, transparencies, and "Things to Do" notepads to encourage participants to implement skills.

Based on Research

Research for the project was designed to identify the barriers to successful management of work and family responsibilities. Focus group interviews with young adults and high school juniors and seniors identified two major problems: setting priorities for use of time and balancing work schedules with personal and family time.

Telephone interviews with managers and supervisors in a variety of work settings echoed similar concerns with time conflicts between work and family responsibilities—especially child care—and difficulties related to work schedules that require long or irregular hours.

When asked to identify subjects educators should teach young people about managing work and family roles, managers and supervisors suggested emphasizing goal setting, time and stress management, and communication skills.

Developed by Professionals

Effective Management of Multiple Roles: Family and Work was jointly developed by faculty and staff in Home Economics Education and the Home Economics Curriculum Center at Texas Tech University. This project was initiated by the Home Economics staff with the Vocational and Applied Technology Division of the Texas Education Agency.

How to Order

To order the materials, contact the Home Economics Curriculum Center at Texas Tech University, Box 41161, Lubbock, Texas 79409-1161. Orders also are accepted by telephone (806) 742-3029 or FAX (806) 742-3034.

Appendix H-1

BEST COPY AVAILABLE

Effective Management of Multiple Roles: Family and Work is a program designed to help students, teachers, and people in business and industry to learn effective skills for managing multiple roles and how to apply those skills in balancing work and family issues.

Order From:
Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, Texas 79409-1161
(806) 742-3029
Fax (806) 742-3034

Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, TX 79409-1161

BEST COPY AVAILABLE

Effective Management

of Multiple Roles:
Family and Work

Individuals in the U.S. are under enormous pressure to respond to the needs of a family and the challenges of a career. These demands often seem in conflict.

March 12, 1992

Ms. Penny Maron
Texas Instruments MS 5877-10508
P.O. Box 10508
Lubbock, TX 79408

Dear Penny,

It was a pleasure to speak with you on the phone recently. As explained, faculty and staff in Home Economics Education and the Home Economics Curriculum Center at Texas Tech University have developed a research-based model program, *Effective Management of Multiple Roles: Family and Work*. Before the program is finalized, we would like to initiate and receive input from your employees at Texas Instruments.

Texas Instruments is an ideal site for the program *Effective Management of Multiple Roles: Family and Work*. At Texas Instruments, you are obviously interested in your employees as a "total person". Your Employees Assistance Program offers fringe benefits to help employees with personal problems that affects or has the potential to affect their work performance. Attempting to manage multiple roles without effective skills can leave an employee frustrated and dissatisfied with their quality of life personally and professionally. As you are well aware of, this state of mind affects productivity, absenteeism and turnover at the worksite.

The research phase of our project indicated that management of time, resources and stress are the key barriers to fulfilling work and family roles successfully. Our objective is to teach business and industry persons, students, teachers and parents effective skills for managing multiple roles.

Again, we are very interested in presenting our program for the varied levels of employees at Texas Instruments. The program can be given in a one 1 hour presentation or two 45 minute segments for approximately 15-20 individuals. We are flexible and would like to accommodate your schedule. The time frame for initiating the program is late April.

We hope you will agree to participate in the *Effective Management of Multiple Roles: Family and Work* program. We look forward to your affirmative response.

Sincerely,

Kayla McDonnell
Project Coordinator

Dr. Sue Couch
Project Co-Director

Dr. Virginia Felstehausen
Project Co-Director

March 11, 1992

Shelly Neely
Home Economics Education Instructor
Roosevelt ISD
Rt. 1, Box 402
Lubbock, TX 79401

Dear Shelly,

I appreciate your taking a moment from your busy schedule today to visit with me concerning the model program, *Effective Management of Multiple Roles: Family and Work* that Home Economics Education at Texas Tech and the Texas Education Agency are developing. The research-based model program is designed to teach students, teachers, parents and business persons strategies needed for effectively managing multiple responsibilities of family and work.

The program begins by identifying multiple roles played by individuals and explaining basic management concepts such as resources, goals, goal setting, values, standards, needs, wants, and priorities. Learners are then taken to the application level through focus on time management; difficulties with managing time have been identified in focus groups as key barriers to fulfilling both work and family roles.

Through completion of a "Daily Time Schedule" and small-group case study assignments, learners are led through a process of tying all concepts together, applying newly acquired skills to personal situations, and exploring ways to overcome specific barriers to effective management. Use of case studies takes learning to the level of synthesis and allows the facilitator to individualize instruction to meet specific needs of the present group.

In summary, the program is designed not only to teach concepts for effectively managing multiple roles, but to take learners through a process of practicing and applying those skills to personalized situations. The desired outcome is an individual who has learned practical skills to apply in managing time more effectively, who can apply those skills to overcoming other barriers to managing multiple roles, and whose self-esteem increases with each successful stop in managing more effectively.

As I stated on the phone, we would appreciate an opportunity to initiate the model program in an appropriate Home Economics class at Roosevelt High School. I look forward to hearing from you - work 742-3068 or home 794-8451.

Sincerely,

Kayla McDonnell
Project Coordinator

March 12, 1992

Ms. Dorothy Phea
New Directions
1323 E. 24th Street
Lubbock, TX 79405

Dear Dorothy:

It was a pleasure to speak with you on the phone recently. As explained, faculty and staff in Home Economics Education and the Home Economics Curriculum Center at Texas Tech University developed a research-based model program, *Effective Management of Multiple Roles: Family and Work*. The project is supported by a grant from the Texas Education Agency. Before the program is finalized, we would like to initiate and receive input from the students at New Directions.

Effective Management of Multiple Roles: Family and Work is designed to teach students, teachers, parents, and business and industry persons effective skills for managing multiple roles, with emphasis on overcoming barriers to effective management identified through research. The program begins by identifying multiple roles played by individuals and explaining basic management concepts such as resources, goals, goal setting, values, standards, needs, wants, and priorities.

Learners will be taken to the application level of learning by concentrating on time management. Difficulties with managing time have been identified in focus groups as a key barrier to fulfilling both work and family roles. Effective management of time is viewed as a prerequisite to success in managing other aspects of life. Gaining control of one's time also builds self-esteem, which is vital in overcoming barriers to successful management of multiple roles. The importance of self-esteem has been validated through research conducted by project staff members, as well as other recent studies reviewed in literature.

Through completion of a "Daily Time Schedule" and small-group case study assignments, learners will be led through a process of tying all concepts together, applying newly acquired skills to personal situations, and exploring ways to overcome specific barriers to effective management. Use of case studies takes learning to the level of synthesis and allows the facilitator to individualize instruction to meet the needs of a specific group.

The program can be given in a one 1 hour presentation or two or three 45 minute segments. We are flexible and would like to accommodate your schedule. The time frame for initiating the program is late April.

We are excited about New Directions being a part of this project. The project can have a significant impact on the education of young people in the state. I look forward to my meeting and lunch with you and Debbie Moses, April 1, at 11:30. Thank you!

Sincerely,

Kayla McDonnell
Project Coordinator

Effective Management of Multiple Roles:

Family and Work

presented by

College of Home Economics
Texas Tech University

Wednesday - June 17, 1992
8:30 am to 10:30 am
Training Center
L01 Municipal Building

Participants will develop effective skills for managing multiple roles with emphasis on overcoming barriers. The program begins with the identification of the many roles played by individuals. Difficulty in managing time is a key barrier to fulfilling both work and family roles. Application of time management strategies, as well as concepts of goal-setting, values and priorities will be emphasized.

Please join us for an enlightening morning exploring ways to effectively juggle all aspects of our lives.

To register, use Email Enrollment Form or call Sandy Fortenberry at ext. 2316 for more information.

LUBBOCK TEXAS

Managing time, resources and stress is key to balancing work and family responsibilities.

Join us on
Monday and Tuesday,
May 11 and 12
from 11:30 a.m. until 12:30 p.m.
in the Mini-auditorium for a two-part series on:

Effective Management of Multiple Roles: Family and Work.

The program is presented by the Texas Tech University College of Home Economics and is designed to teach working couples and parents how to manage multiple roles. Bring your lunch. Seating is limited.

Attend this workshop and earn points toward Westexins *Summer Litestyles* program. Check with Westexins for more information.

100

BI-WEEKLY

Update

A publication of TI Lubbock

Good Morning!

This is the Lubbock TI *Update* for May, 1992. *Update* is designed to give Lubbock TIers even more information on what's happening on site.

So grab a cup of coffee and relax a few minutes before starting your day. *Update* will keep you in touch. It's a way to stay informed and up to date on all the news, everyday! Enjoy!

Update is a bi-weekly publication of TI Lubbock. If you have news for ***Update***, contact the ***Hub Times*** office at 2829.

Recycling program expanded

TI-Lubbock is now recycling more than white letterhead and typing paper.

Lint-free computer paper, all colored paper, manila and colored folders, phone books and Post-it notes can all be discarded in the blue recycle paper collection containers distributed throughout the site in mid-March. Facilities will empty these containers daily.

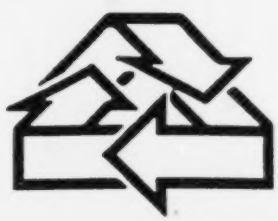
Letter envelopes (even with plastic windows), pamphlets, thermal or other calculator tapes and carbonless forms are also acceptable.

Removing small amounts of staples, paperclips or plastic divider tabs from recycle material is not necessary. These items will be removed in the recycling process.

Carbon paper, newsprint and magazines, food wrappers and plastic bags are still unacceptable for recycling. Additional items that cannot be recycled include styrofoam, napkins, cups, wood, metals and other nonpaper materials.

TIers should continue to use the orange and white beverage can collection containers located in the spine. Corrugated cardboard should be disposed of in regular trash containers. Cleaning attendants will separate the cardboard from the regular trash.

Contact Lane Sanders, 2006, for more information about the site recycling program. Facilities welcomes your input.



Company returns to profitability

Revenues for the first quarter of 1992 were $1694 million, up 3 percent from the first quarter of last year. Net income was $40 million, compared with a loss of $54 million last year. Earnings per share were $0.35, compared with a loss of $0.77 per share in the first quarter of 1991.

Profit from operations was $63 million. This represents a positive swing

of $98 million from the first quarter of 1991, when TI lost $35 million. Operating results improved in every major TI business, although the semiconductor business continued to operate at a loss with ongoing pricing pressures.

Lower costs resulting from actions initiated in 1991 were the major contributor to TI's return to profitability in the quarter.

At TI's annual stockholders meeting in Dallas this month, TI Chairman, President and CEO Jerry Junkins said the company's outlook for '92 continues to be based on conservative growth estimates for major worldwide markets.

"We are beginning to see gradual improvement in the U.S. economy," said Junkins. "Distributor orders for semiconductors are on an upward trend, which is a good leading indicator. We now expect the U.S. semiconductor market to grow about 13 percent, a slight increase from our forecast earlier this year."

Junkins noted that much of TI's strategic effort over the past few years has been to execute major transitions in the company's businesses. These transitions include the move from standard

Mother's Day
Sunday,
May 10

Memorial Day
Monday,
May 25

to differentiated products in semiconductor, from hardware to software in information technology, and the need to adapt to a smaller defense market that emphasizes development programs instead of long production cycles.

TI's semiconductor business has improved on-time shipping by about 30 percent. The company also plans to improve order-fulfillment cycle time for custom semiconductor designs by 70 percent by the end of the year. In defense electronics, TI has reorganized the business into functional units, reduced the number of management levels by two, introduced self-directed work teams, and reduced manufacturing cycle time by 45 percent for the HARM missile.

Beware of common poisons

April showers bring May flowers — and lots of June bugs.

Today there are many commercial products available to help keep June bugs, May flowers and garden pests under control. But these products are all poisonous and must be handled with caution.

There is one family on your block that you should get to know. Their last name is Cide. Some family members include:

Pesticide — any chemical used to kill pests, especially insects and rodents.

Insecticide — members of the Cide family that kill insects.

Herbicide — used to destroy plants and weeds.

Fungicide — destroys or inhibits the growth of fungi.

Rodenticide — specifically used for killing rodents.

Federal regulations classifies this family as toxic. A skull and crossbones over their door reminds neighbors to take precautions when dealing with them.

Texas homeowners use about 4 million pounds of pesticides on lawns and gardens each year — one-third more than needed. This wastes money, pollutes the environment and creates a potential danger to children and pets.

Some natural alternatives to lawn and garden pesticides include:

Soap — mild, liquid soap mixed with water smothers insects. Rinse soapy water off leaves in four or five hours.

Strong-smelling foods— herbs, garlic and onions repel insects.

102

Balancing work and family

Managing time, resources and stress are key to balancing work and family responsibilities. Join us on Monday and Tuesday, May 11 and 12 from 11:30 a.m. until 12:30 p.m. in the Miniauditorium for a two-part presentation on ***Effective Management of Multiple Roles: Family and Wrok***. The program is presented by the Texas Tech University College of Home Economics and is designed to teach working couples and parents how to manage multiple roles. Bring your lunch!

TIers can help reduce down time

The Copy Center needs your help. Increased down time on copiers can be traced to improper use. TIers are operating copiers without closing the lid. The copier lid is like the back of a camera. For the copier to function properly, the lid must be down. TIers are asked to comply with correct procedures and help keep site copiers running trouble-free.

Generic drugs available on network

An alphabetical listing of maintenance drugs covered by TI's Pharmacy Network program is now available on TIOLR. The list is located on M/ BENEFIT, option 8.

Network Support system working

The Network Support team recently adopted a new, more efficient method of handling client requests.

The new Software Trouble Report (STR) system is designed to help the Network Support Team work more effectively. During the first two weeks of the program, the Network Support Hotline processed 149 STRs and completed 130.

The system allows the team to schedule work and keep track of projects that are complete as well as those that need attention.

According to Rick Butler, filling out an STR is the best way to ensure that your requests for work or information are handled in a timely manner.

"The STR system is just a way to ensure that in September you aren't still waiting for the PC upgrade you requested in June."

Direct deposit service for CODA loans

Effective immediately, TIers who make application for CODA loans may request direct deposit of loan checks to their Texins Credit Union account.

A completely filled-out Texins Credit Union deposit slip must accompany the CODA loan application. Deposit requests will not be honored unless the request is made at the time of application for the loan.

An updated questions and answer handout on CODA loans will soon be available from Benefits.

State-of-the-Division

The Consumer State-of-the-Division address is Thursday, May 21 at 2 p.m. in the cafeteria.

MANAGEMENT OF MULTIPLE ROLES QUESTIONNAIRE PHASE I

I. DIRECTIONS: Place a check ( ) or answer in the appropriate blank.

1. I am: female_____
   male _____

2. My age is: _____

3. My grade level is: _____

4. My ethnic group is
   _____Asian _____White
   _____Black _____Other
   _____Hispanic

5. I am currently employed for wages: yes_____
   no _____
   a. If yes, how many hours per week: _____
   b. What is your position: _____

6. Extra-curricular activities play an important part in the lives of many students. I participate in the following school/community/religious activities (FHA, 4-H, athletics, choir, etc.):

7. Most people find that they play more than one role in their lives (student, friend, class officer, employee, etc.). Five roles I play at the present time are:

II. DIRECTIONS: Circle the item which best indicates your choice.

1.	Will using resources help you reach goals?	YES	NO	NOT SURE
2.	Will setting goals help you balance school and family?	YES	NO	NOT SURE
3.	Do your values affect the goals you set?	YES	NO	NOT SURE
4.	Do your values direct or guide you in setting goals?	YES	NO	NOT SURE
5.	Are the standards you have for yourself related to the standards your parents have for you?	YES	NO	NOT SURE
6.	Does being a member of certain school organizations (like band, athletics, or drama) affect whether or not you will be accepted into a group?	YES	NO	NOT SURE

TURN PAGE--->

91

7.	Are you equipped with the items necessary to survive from day to day?	YES	NO	NOT SURE
8.	Will your friends accept you if you do not wear clothes that are "in style"?	YES	NO	NOT SURE
9.	Is making good grades an important criteria for you to accept a person into your group of friends?	YES	NO	NOT SURE
10.	When setting priorities, would finishing homework be more important than going to eat with friends?	YES	NO	NOT SURE
11.	Would going shopping be more important than studying for an English exam?	YES	NO	NOT SURE
12.	Is making an "A" in math a long-term goal?	YES	NO	NOT SURE
13.	Is passing all of your courses a long-term goal?	YES	NO	NOT SURE
14.	Is graduating from high school a long-term goal?	YES	NO	NOT SURE
15.	Is proper management an effective way for an individual or family to reach goals?	YES	NO	NOT SURE
16.	Is spending time with with your boyfriend/girlfriend instead of studying for a Spanish test using your time efficiently?	YES	NO	NOT SURE
17.	Is saving $10 a month to buy a new pair of shoes planning ahead?	YES	NO	NOT SURE
18.	Will prioritizing things you need to do help you save time?	YES	NO	NOT SURE
19.	Will telling your mother on Tuesday that debate practice is on Thursday after school help her schedule her day?	YES	NO	NOT SURE
20.	Does making a "to do" list waste time?	YES	NO	NOT SURE
21.	Is flexibility important when integrating time management techniques into your life?	YES	NO	NOT SURE

THANK YOU!

MANAGEMENT OF MULTIPLE ROLES
ADULTS PHASE I

I. Directions: Place a check ( ) or answer in the appropriate blank.

1. I am: female_____
   male_____

2. My ethnic group is:
   _____Asian _____White
   _____Black _____Other
   _____Hispanic

3. My age group is:
   _____under 21
   _____21-30
   _____31-40

4. My current marital status is:
   _____Never married _____Divorced
   _____Married _____Widowed
   _____Separated _____Other

5. I have _____ (number) children.

6. There are _____ (number) people in my household (including myself).

7. I participate in the following community/religious/social activities:

8. Many people find that they play more than one role in their lives (father/mother, employee, friend, etc.). Five roles I play at the present time are:

II. Directions: Circle the answer which best indicates your choice.

1. Will using available resources help you reach goals? YES NO NOT SURE

2. Will setting goals help you balance work and family? YES NO NOT SURE

3. Do your values direct or guide you in setting goals? YES NO NOT SURE

TURN PAGE-->

4. Do you use standards as criteria for reaching goals?	YES	NO	NOT SURE
5. When establishing priorities, would paying the electric bill be more important than taking the family out to a restaurant to eat?	YES	NO	NOT SURE
6. Is a want necessary for human survival?	YES	NO	NOT SURE
7. Would spending leisure time with a co-worker be more important than spending time with your family?	YES	NO	NOT SURE
8. Is saving $100 a month to pay for next year's vacation a long-term goal?	YES	NO	NOT SURE
9. Is saving money for your retirement a long-term goal?	YES	NO	NOT SURE
10. Is proper management an effective way for an individual or family to reach goals?	YES	NO	NOT SURE
11. Would involving your family in household activities be using your time effectively?	YES	NO	NOT SURE
12. Do goals give individuals and families a direction and purpose?	YES	NO	NOT SURE
13. Will prioritizing things you need to do help you save time?	YES	NO	NOT SURE
14. Will telling your spouse on Tuesday that you are having dinner with a co-worker on Friday help him/her schedule his/her day?	YES	NO	NOT SURE
15. Does making a "to do" list waste time?	YES	NO	NOT SURE
16. Is flexibility important when integrating time management techniques into your life?	YES	NO	NOT SURE
17. Would integrating management techniques into your life help you balance work with family?	YES	NO	NOT SURE

THANK YOU!

MANAGEMENT OF MULTIPLE ROLES FOLLOW-UP QUESTIONNAIRE STUDENT PHASE II

Thank you for participating in the Managing Multiple Roles program. We appreciate your cooperation. Please score each part of the program by circling the item that best indicates your choice.

Organization of presentation	GOOD	AVERAGE	POOR
Time spent on information	GOOD	AVERAGE	POOR
Presentation of information	GOOD	AVERAGE	POOR
Student activity booklet	GOOD	AVERAGE	POOR
Workbook exercises	GOOD	AVERAGE	POOR
Importance of the subject to your own life	GOOD	AVERAGE	POOR

MANAGEMENT OF MULTIPLE ROLES FOLLOW-UP QUESTIONNAIRE ADULT PHASE II

Thank you for participating in the Managing Multiple Roles program. We appreciate your cooperation. Please score each part of the program by circling the item that best indicates your choice.

Organization of presentation	GOOD	AVERAGE	POOR
Time spent on information	GOOD	AVERAGE	POOR
Presentation of information	GOOD	AVERAGE	POOR
Adult activity booklet	GOOD	AVERAGE	POOR
Workbook exercises	GOOD	AVERAGE	POOR
Importance of the subject to your own life	GOOD	AVERAGE	POOR

MANAGEMENT OF MULTIPLE ROLES QUESTIONNAIRE PHASE III

I. DIRECTIONS: Circle the item which best indicates your choice.

1.	Is flexibility important when integrating time management techniques into your life?	YES	NO	NOT SURE
2.	Does making a "to do" list waste time?	YES	NO	NOT SURE
3.	Will telling your mother on Tuesday that debate practice is on Thursday after school help her schedule her day?	YES	NO	NOT SURE
4.	Will prioritizing things you need to do help you save time?	YES	NO	NOT SURE
5.	Is saving $10 a month to buy a new pair of shoes planning ahead?	YES	NO	NOT SURE
6.	Is spending time with your boyfriend/ girlfriend instead of studying for a Spanish test using your time efficiently?	YES	NO	NOT SURE
7.	Is proper management an effective way for an individual or family to reach goals?	YES	NO	NOT SURE
8.	Is graduating from high school a long-term goal?	YES	NO	NOT SURE
9.	Is passing American history a long-term goal?	YES	NO	NOT SURE
10.	Is making an "A" in math a long-term goal?	YES	NO	NOT SURE
11.	Would going shopping be more important than studying for an English exam?	YES	NO	NOT SURE
12.	When setting priorities, would finishing homework be more important than going to eat with friends?	YES	NO	NOT SURE
13.	Is making good grades an important criteria for you to accept a person into your group of friends?	YES	NO	NOT SURE

Turn page-->

14.	Will your friends accept you if you do not wear clothes that are "in style"?	YES	NO	NOT SURE
15.	Are you equipped with the items necessary to survive from day to day?	YES	NO	NOT SURE
16.	Does being a member of certain school organizations (like band, athletics, or drama) affect whether or not you will be accepted into a group?	YES	NO	NOT SURE
17.	Are the standards you have for yourself related to the standards your parents have for you?	YES	NO	NOT SURE
18.	Do your values direct or guide you in setting goals?	YES	NO	NOT SURE
19.	Do your values affect the goals you set?	YES	NO	NOT SURE
20.	Will setting goals help you balance your school and family life now?	YES	NO	NOT SURE
21.	Will using resources help you reach goals?	YES	NO	NOT SURE

II. DIRECTIONS: Please answer each question below with the appropriate answer.

1. Please check ( ) all that apply:

I have used the information presented in the program: "Effective Management of Multiple Roles-Family and Work" by:

_____A. Making a daily "to do" list.
_____B. Prioritizing events in my life.
_____C. Setting goals for myself.
_____D. Using available resources to attain goals I have set.
_____E. Communicating with members of my family about events I am involved in.
_____F. Other (please list)

_____G. I have not used the information.

Turn page-->

2. How have the management skills helped you in balancing school with family and/or work?

3. How have you used values and standards when you set goals?

4. How have you used prioritizing to help you manage the roles that you play?

5. How have you used flexibility when organizing your time?

6. How has good communication helped you balance your school and family life?

Thank you!

MANAGEMENT OF MULTIPLE ROLES
ADULTS PHASE III

I. Directions: Circle the answer which best indicates your choice.

1. Would integrating management techniques into your life help you balance work with family? YES NO NOT SURE

2. Is flexibility important when integrating time management techniques into your life? YES NO NOT SURE

3. Does making a "to do" list waste time? YES NO NOT SURE

4. Will telling your spouse on Tuesday that you are having dinner with a co-worker on Friday help him/her schedule his/her day? YES NO NOT SURE

5. Will prioritizing things you need to do help you save time? YES NO NOT SURE

6. Do goals give individuals and families a direction and purpose? YES NO NOT SURE

7. Would involving your family in household activities be using your time effectively? YES NO NOT SURE

8. Is proper management an effective way for an individual or family to reach goals? YES NO NOT SURE

9. Is saving money for your retirement a long-term goal? YES NO NOT SURE

10. Is saving $100 a month to pay for next year's vacation a long-term goal? YES NO NOT SURE

11. Would spending leisure time with a co-worker be more important than spending time with your family? YES NO NOT SURE

12. Is a want necessary for human survival? YES NO NOT SURE

13. When establishing priorities, would paying the electric bill be more important than taking the family out to a restaurant to eat? YES NO NOT SURE

TURN PAGE-->

14. Do you use standards as criteria for reaching goals? YES NO NOT SURE

15. Do your values direct or guide you in setting goals? YES NO NOT SURE

16. Will setting goals help you balance work and family? YES NO NOT SURE

17. Will using available resources help you reach goals? YES NO NOT SURE

II. Directions: Please respond to each question below with the appropriate response.

1. Please check ( ) all that apply:

I have used the information presented in the program: "Effective Management of Multiple Roles-Family and Work" by:

_____A. Making a daily "to do" list.
_____B. Prioritizing events in my life.
_____C. Setting goals for myself.
_____D. Using available resources to attain goals I have set.
_____E. Communicating with members of my family about events I am involved in.
_____F. Other (please list).

_____G. I have not used the information.

2. How have the management skills helped you in balancing family and work?

3. How have you incorporated values and standards when you set goals?

4. How have you incorporated prioritizing to help you manage the roles that you play?

5. How have you incorporated flexibility when organizing your time?

6. How has good communication helped you balance your work and family life?

7. Would you be interested in other programs or information on managing multiple roles? Plea give suggestions.

THANK YOU!